

## **CHAPTER TWO LITERATURE REVIEW**

### **2.1 Previous Study**

The first previous study the first previous study that related to this research was talking about the difficulties of teacher to face student's challenges done by Aryanti (2019) stated that a teacher must be able to create the latest strategies to overcome student problems in the classroom because students have behavioural and mental differences, as it is known that when teaching in different classes, the teacher must prepare different strategies to meet the needs of the classes they teach. Students' anxiety was negatively associated with pressure and fear (Zee 2018).

Another research related to this study is done by Aeni (2020) talking about several problems in teaching students to speak English. The problems are students don't want to talk, error treatment and any native speaker can teach conversation. On the other hand, stated that psychological factors that hinder students in speaking are fear of being wrong, shame, anxiety, lack of confidence and lack of motivation. In fact, anxiety is a problem that is often experienced by most students.

The next previous study was conducted Daud (2019) talking about factors that cause students to experience anxiety, including social factors, factors class, teacher factors and adaptation factors. It is also explained how the role of the teacher is recommended to update the learning style in the classroom.

The next previous study is done by Putra (2013) based on the journal he wrote the teaching of speaking is having high concern in many language programs and

teaching strategies cannot be denied as a factor influencing the teaching outcome. Meanwhile, it was also explained that a various problem of speaking teaching strategies is utilized and used in the classrooms for many circumstances. Among others, the strategies of teaching speaking are cooperative activities, role-play, creative tasks, and drilling. Cooperative activities can encourage negotiation of language items

Another previous study related to this research done by Utami (2020) stated that is speaking is an important thing in life. Especially, for students in school, speaking must be learned more, trained, must be focused on, and mastered by the students of English as a Foreign Language (EFL). Students find it hard to speak English despite the fact that they have the basic knowledge of the language due to the lack of motivation and confidence (Sari, 2017). Many problems can be revealed from this, students difficult to understand the material taught by the teacher, it is difficult to feel confident when students are instructed by the teacher to deliver lessons taught by the teacher in front of the class using English. Consequently, students feel anxious when faced with an English class. Therefore, some of them are not fluent in English because they are not used to daily. Teachers can roles themselves based on the plans they got after analysing the student's character (Plaisted, 2022).

Based on the conclusions from several research studies above, they have several similarities for strategy which are teachers are required to make strategies and roles of teacher, meanwhile based on three other studies have similarities in explaining the anxiety experienced by students in the classroom which is anxiety with the characteristics of students making mistakes when speaking. The novelty of

this thesis are the findings that will be explained about teacher roles and strategies because other researchers rarely discuss the teacher's perspective to overcome anxiety problems and are more dominated by the student's perspective. Finding sources of data related to the teacher's perspective in dealing with students' anxiety in speaking English can be helped by this thesis. Nowadays, its better create more research related to the teacher's perspective on facing with mental disorders such as students who face speaking anxiety so it can be a reference for other researchers.

## **2.2 Theoretical Framework**

### **1.2.1. Definition of Speaking Anxiety**

Speaking anxiety is one of problems in learning speaking. Anxiety in speaking English can be caused by various factors. First, students feel anxious when they are expected to communicate with the teacher. These can be psychological factors including emotions, self-esteem, anxiety, attitudes, fears, and motivations, instructional factors, procedures applied and teacher-student relationships and situational settings such as speaking in front of the whole class. Furthermore, students can feel anxiety when speaking during their talk by the teacher and the teacher gives a pleasant sentence or the student's experience. Speech anxiety can be generated by a lack of student learning and learning skills and can be caused by a student's poor performance in the past. This means that students find it difficult to speak, they doubt themselves and are worried about making mistakes in speaking (Azhari, 2020). Furthermore, it was shown that there was a relationship between language anxiety and verbal ability which was reported for each student, the lower performance displayed in the oral test. The results of previous studies indicate that

language anxiety can have an effect on student performance and attitudes about language learning. Being a teacher is not an easy if teacher can't understand the character and mental state of students in the classroom, meanwhile anxiety in speaking English causes students is weak in vocabulary (Sette, 2022).

The students' level of English indicates that the upper secondary level students perceive that preparation is a major contributor to their foreign language preparation not improving. Some researchers have found that the ability of students to communicate in English in terms of their speaking skills is still low. Students majoring in English have many mistakes when speaking. The emotionality component refers to the concomitant negative feelings caused by physiological functioning, such as increased galvanic skin response and heart rate, dizziness, nausea, and feelings of panic. (Zheng, 2018).

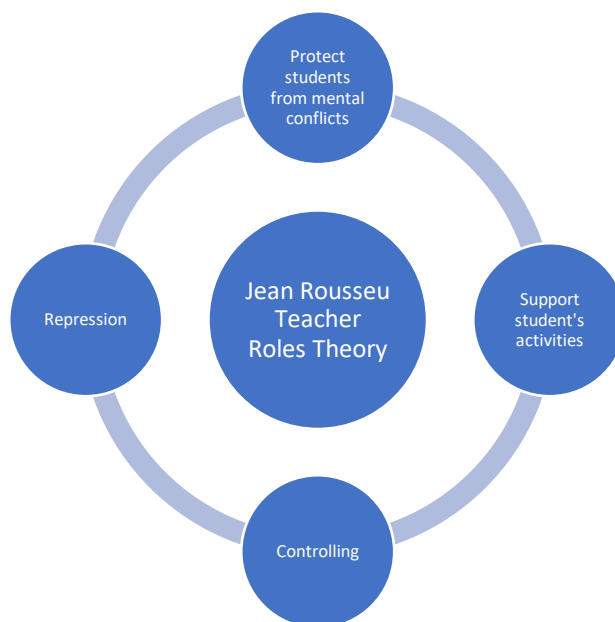
These questions are for example, stressed words and into rice, grammatical accuracy such as tenses, prepositions, and sentence construction, vocabulary such as wrong word choice, approximate assessment, frequent corrections, and interactive communication, namely, difficulty in getting meaning or understanding. keep the conversation. Students tend to make mistakes that include parts of speech, sentence structure, choice of word meaning, and into the sound of the voice. Speaking anxiety in learners commonly occurs when learners are tasked to do activities in front of the class or during on-the-spot or impromptu performance (Bashori, 2020). This is also based on teachers who do not pay attention to mental conditions and preparation in teaching in class. In relation to previous complaints of language anxiety there were several related questions: communication, test

anxiety and fear of negative evaluation. This anxiety makes students low confidence to perform in front (Azahri, 2020).

Communication concerns are networks that individuals experience in oral communication. Speaking English will be difficult if there is no interest between the teacher and students in the learning situation (Deour, 2022). Anxiety at the school level is increasing due to teachers who seem to ignore the class, teach in a monotonous way and look like they threaten students, while what students need is comfort (Prediger, 2022). In English class worried students don't want to speak in front of others and they tend to wait until the end of the lecture asking questions, not raising their hands, and expecting someone else to ask the question.

### 1.2.2. Teacher's Roles

According to Jean Rousseau (1976) the teacher has several roles, including the teacher must protect children from mental conflict, repression and all kinds of mental disorders, the teacher must not restrain student activities and injure students mentally.



### Figure 1. Jean Rousseau Teacher Roles

First, the teacher's role is to protect students from mental conflicts, which can be interpreted as that the teacher must be completely innocent in giving words, actions and words to students. As explained by the expert in his theory, Rousseau agrees that the teacher's negative view of students by giving bad assumptions can injure students' mentality. Furthermore, the importance of maintaining the mentality of children in the classroom is a challenge because there are different mentalities and characters possessed by students. The importance of a teacher providing input in the best way, but in today's era it is still difficult to find a teacher who really maintains the correct delivery procedure, this applies not only in high schools, but also universities. Not in the least for teachers whose criticism is not good in speaking English can cause students' mental weakness, something that should be the responsibility of the teacher himself who is considered not to worry about the world. When the students found difficulties in learning they are without doubt shares their problem with others and let their friends help them learn more about the target language (Wahyudin & Lestari, 2020).

Not a few students are lazy to attend class caused by the attitude of the teacher. The second is that the teacher must be able to control students from repression, which is based on an impulse generated by students who feel threatened and then driven by the student's subconscious so as to allow the person concerned to use it rationally. Its features were really attracted students' attention to learn physically, for example, checking learning equipment before the learning process begins then educators can create learning readiness by providing enlightenment or awareness (Oktaviani, 2020). Speaking in public is the most commonly reported

fear in the general population (Gallego, 2021). This is needed in managing anxiety, especially English is not an easy subject for upper-middle class students.

Those problems faced by students in speaking are caused by linguistic competence, such as the lack of vocabulary, poor grammar, lack of idea to speak, wrong intonation, and inappropriate pronunciation (Suparlan, 2021). Speaking classes can be a pressure for students if the teacher not provide a role that supports students' learning motivation (Teh, 2021). Finally, the teacher is prohibited from holding back student activities. The point is that in some cases there are some teachers who limit students in exploring what they can, for teachers can place a role as a supporter in doing various positive and non-supportive things openly that can affect their performance in expression.

### **1.2.3. The Influence of Teachers in English Learning Process**

Rousseau (1984) stated that students get information that is absorbed from the teacher. The influence of the teacher in English lessons is very important, it can be said that if the teacher does not provide effective methods and strategies then the lesson cannot be applied properly. Nowadays, especially speaking in class, a lot of supporting data, materials and ways of teaching teachers are needed to influence students' attractiveness. However, the problem is that it is difficult to find a teacher with a teaching style that makes students comfortable. Many teachers look good enough but lack in facilitating children's mental needs, the influence of teachers in learning foreign languages is not only from the material but from the way they teach in the hope of making students feel comfortable in class, knowing that English must be taught in a fun process , compact and reasonable in order to be accepted by high school students, especially tenth graders. Questioning is very important in the

language classroom as it is the tool to interactive learning. The posting of questions during a lesson can also define interpersonal relations (Rido, 2017).

The number of students who show the attitudes and behaviours of teachers when teaching in class makes students' interest in learning low. A positive attitude towards the teacher, especially in the subjects received by students is a good sign for the learning process of students. One effort that teachers can do to improve their learning process is by developing learning resources for themselves and their students (Aminatun, 2020). Speaking skill is important to be taught (Mandasari & Aminatun, 2020). First, attitude is a form of reaction or evaluation of feelings. In this case, a person's attitude towards a particular object is partial or partial impartial. Attitude is a readiness to react to certain objects. To master English language, students cannot only learn English from what is learned in the classroom given by the teacher. They need to explore many things to support their understanding about language (Aminatun & Oktaviani, 2019).

Third, attitude is a constellation of cognitive, affective, and conative components that interact with each other. that attitude is the tendency of an individual towards a certain object, situation or other person which is then described in the form of a response. As well as the readiness of a person to act, perceive, think, and feel in the face of objects, ideas, situations, or values to determine whether or not people should agree with something. Teaching and learning process, teacher or lecturer will modify the board depending on what English skill or content he/she will teach (Oktaviani, 2017). Basically, education is an activity to develop the potential possessed by a person and has the aim of making quality adults who can devote themselves to society so that they are useful for the nation and state. English



is a foreign language and it makes the teaching and learning process is not that easy although some students have learned English since they were in kindergarten (Oktaviani & Mandasari, 2020).

Activities to develop this potential must be carried out in a planned, directed, and systematic way in order to achieve a goal and produce positive changes in students. Therefore, its implementation must be able to run well and smoothly so that educational goals can be achieved maximally, in order to achieve quality and highly competitive students with other countries as well as educators or teachers who are competent in their fields. So, the teacher must understand and appreciate the students he fosters, because the form of students at any time will not be the same, this is caused by the development of science. The success or failure of a teaching and learning process can be seen from the results of the teaching and learning process. These learning situations are closely interwoven with the teacher's role as a skilful manipulator to ask a question, give commands, and other cues to elicit students' responses to create a responsive classroom (Rido & Sari, 2018; Sari, 2018; Nurjanah & Pratama, 2020).

#### **1.2.4. Factors of Student Anxiety**

Anxiety is a state of shock due to a threat to health. Individuals who are classified as normal sometimes experience visible anxiety, so that it can be seen in appearance in the form of physical and mental symptoms. Speaking is a highly anxiety provoking situation (Rumiyati, 2018). These symptoms are more pronounced in individuals with severe mental illness. Anxiety comes from an unconscious feeling that is within the personality itself, and is not related to real objects or situations that actually exist. Some of them that occur when students

experience anxiety are physical symptoms, namely anxiety, limbs shaking, sweating a lot, difficulty breathing, beating heart, feeling weak, hot cold, easily angry or irritated. Furthermore, the cognitive symptoms of anxiety are worrying about something, feeling disturbed by fear of something that will happen in the future, belief that something scary will happen soon, fear of not being able to solve problems, feeling confused or confused, difficult to concentrate. Speaking is kind of productive skill that has an important role in communication. (Rumiyati, 2018).

The process of teaching and learning needs appropriate teaching media, teacher, learner aptitude, environment or educational setting, sources, and innovative and interesting instructional techniques (Wahyudin & Sari, 2019). The most frequently experienced by students when taking English classes in speaking material are cognitive symptoms, they are easy to think negatively and are afraid to make mistakes. Not only physical and cognitive symptoms, but the attitude of the teacher who tends to look too firm can also threaten the mentality of students, being firm in a good way can be interpreted not to offend students even though the student does not understand the material presented, even though the student has given an explanation why he never understood the teacher should not issue sentences that tend to suppress students and reduce students' interest in learning in the class, especially English is a subject that should be taught in a fun method, tenth grade students tend to still have weaknesses in word formation, pronunciation and shortcomings. vocabulary.

This must be supported by how the teacher puts the right strategy, not by pressuring students, judging students and yelling with a loud intonation, the teacher will succeed if students like the teacher's demeanour. Anxiety arises from the fear

of being judged negatively. In classroom practice, scientific method to English teaching has been viewed as the way of teaching that put great emphasis on student-centeredness (Wahyudin & Kuswoyo, 2016). The tendency of teachers to give positive assessments of students who excel and will tend to give negative assessments of students who are less precise. Confidence is an important aspect in the development of students in speaking class. Students should carry out various school activities with confidence.