REDUCING STUDENTS ANXIETY IN SPEAKING ENGLISH BY USING COLLABORATIVE LEARNING APPROACH AT THE EIGHTH GRADE OF SMP NEGERI 3 LANGSA

THESIS

Submitted by:

SYAFRIANA
The Student of English Education
Tarbiyah Faculty
Student NO: 141000616

STATE INSTITUTE FOR ISLAMIC STUDIES
LANGSA
1436 H/ 2015 M
SURAT PERNYATAAN KARYA SENDIRI

Saya yang bertanda tangan dibawah ini :

Nama : SYAFRIANA
NIM : 141000616
Jurusan : Tarbiyah
Prodi : Pendidikan Bahasa Inggris ( PBI )
Alamat : PB. Seuleumak kota langsa

Dengan ini menyatakan bahwa skripsi saya yang berjudul “REDUCING STUDENTS ANXIETY IN SPEAKING SKILL BY USING COLLABORATIVE LEARNING APPROACH AT THE EIGHTH GRADE OF SMP NEGERI 3 LANGSA” adalah benar hasil karya sendiri serta orisinil sifatnya. Apabila dikemudian hari ternyata/terbukti hasil plagiasi karya orang lain atau di buatkan orang lain, maka akan dibatalkan dan saya siap menerima sanksi akademik sesuai ketentuan yang berlaku.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Langsa, February 28th 2015
Yang membuat pernyataan,

SYAFRIANA
NIM: 141000616
REDUCING STUDENTS’ ANXIETY IN SPEAKING ENGLISH BY USING COLLABORATIVE LEARNING APPROACH AT THE EIGHTH GRADE OF SMP NEGERI 3 LANGSA

By:
SYAFRIANA
The Student of English Education
Tarbiyah Faculty
Student No: 141000616

Approved by

Main supervisor Co Supervisor

(Mhd. RASID RITONGA, MA) (MUHAINI, MA)
ACKNOWLEDGEMENT

All praises only give to Allah SWT, who has given us strength, health, chance and also ability especially for the writer to finish this thesis. Shalawat and salam was sent up to Rasulullah Muhammad SAW who has brought us from the darkness to the brightness, so that we can feel the living which full of knowledge as this period.

The writer’s honorable to the supervisors: Mhd. Rasid Ritonga, MA, Muhaini, MA and my lecture research Methodology Nina Afrida, M.Pd who has given guidance, support and motivation, and also knowledge to the writer in finishing this thesis.

Besides, the writer also gives thank to all lecturers in IAIN Langsa especially to the lecturers in English department. They have given the writer the worthiest knowledge, so that the writer can finish her tasks as the student till this final stage.

The important thing in finishing this thesis is support from the writer’s parents, family and friends. They always give the writer motivation and attention to finish this thesis as quick as possible. Besides, the writer’s friends also give suggestion and always help to give solution for the problems which is faced by the writer when she makes this thesis.
The writer supposed that this thesis is still far from being perfectness. Therefore, the writer hopes that the reader can give criticism and correction to the mistake in this thesis. May this thesis can be the reference for the next students who will do research which is related to this thesis.

Langsa, 28th February 2015

The writer
ABSTRACT

Speaking is one of important parts in teaching language because it is included in one of four basic language skills. Nevertheless, at SMP Negeri 3 Langsa, the writer found that most of students still get the difficulties in speaking skill. The students felt anxious, frightened and shy to speak English even in the classroom. The usage of collaborative learning approach is way applied to reduce students’ anxiety in speaking skill. This approach provides the students with the opportunity to express their own ideas to speak in the classroom. This research is aimed to find out the effectives of collaborative learning approach in reducing students’ anxiety. Subject of the research this study was the eighth grade of SMP Negeri 3 Langsa class VIII-6. The instruments that were used in this research are interview, observation and questionnaire. In this research, the writer conducted classroom action research from January 19th to February 02th 2015. There were two cycles consisting of a series of steps, namely: planning, action, observation and reflection. Based on the result of the research, it is found that collaborative learning approach reduces students’ anxiety in speaking English. It can be seen from students’ responses in learning which are generally positive.

Keyword: students’ anxiety, speaking skill, collaborative learning approach
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT</td>
<td>i</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>iii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>iv</td>
</tr>
<tr>
<td>LIST OF TABLE</td>
<td>vi</td>
</tr>
<tr>
<td>LIST OF FIGURE</td>
<td>vii</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>viii</td>
</tr>
<tr>
<td>Chapter I Introduction</td>
<td></td>
</tr>
<tr>
<td>A. Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>B. Research Questions</td>
<td>4</td>
</tr>
<tr>
<td>C. Purpose of the Study</td>
<td>4</td>
</tr>
<tr>
<td>D. The Significance of Study</td>
<td>5</td>
</tr>
<tr>
<td>E. The Terminology</td>
<td>5</td>
</tr>
<tr>
<td>Chapter II Literature Review</td>
<td>8</td>
</tr>
<tr>
<td>A. Anxiety</td>
<td></td>
</tr>
<tr>
<td>a. Definition of Speaking Anxiety</td>
<td>8</td>
</tr>
<tr>
<td>b. Some of the causes Anxiety</td>
<td>9</td>
</tr>
<tr>
<td>c. Characteristics of Speaking Anxiety</td>
<td>10</td>
</tr>
<tr>
<td>d. Factors the Influence Communication Anxiety</td>
<td>12</td>
</tr>
<tr>
<td>e. Three Stages of Language Learning</td>
<td>13</td>
</tr>
<tr>
<td>B. Speaking Skill</td>
<td>16</td>
</tr>
<tr>
<td>a. Micro and Macro Skills</td>
<td></td>
</tr>
<tr>
<td>b. Types of Classroom Speaking Performance</td>
<td>18</td>
</tr>
<tr>
<td>c. Types Speaking in the Classroom</td>
<td>19</td>
</tr>
<tr>
<td>d. Principles for Designing Speaking Techniques</td>
<td>20</td>
</tr>
<tr>
<td>C. Definition of Collaborative Learning Approach</td>
<td>21</td>
</tr>
<tr>
<td>a. Collaborative Learning</td>
<td>21</td>
</tr>
<tr>
<td>b. Characteristics of Collaborative Learning Approach</td>
<td>22</td>
</tr>
<tr>
<td>c. Advantage and Disadvantages the Collaborative Learning Approach</td>
<td>23</td>
</tr>
<tr>
<td>d. Model of Collaborative Learning Approach</td>
<td>23</td>
</tr>
<tr>
<td>e. Procedure Collaborative learning Approach</td>
<td>26</td>
</tr>
<tr>
<td>f. Using CLA Reduces Students’ Anxiety</td>
<td>27</td>
</tr>
<tr>
<td>Chapter III Research Methodology</td>
<td>29</td>
</tr>
<tr>
<td>A. The Location and Time of Research</td>
<td></td>
</tr>
<tr>
<td>a. Location of Research</td>
<td>29</td>
</tr>
<tr>
<td>b. Time of Research</td>
<td>29</td>
</tr>
<tr>
<td>B. Subject of the Research</td>
<td>30</td>
</tr>
<tr>
<td>C. Methodology of the Research</td>
<td>30</td>
</tr>
<tr>
<td>D. The Technique of Collecting Data and Analysis</td>
<td></td>
</tr>
</tbody>
</table>
the Instrument of the Research........................................... 33

E. Data Analysis Technique ........................................... 35
F. Schedule of the Research ........................................... 36
G. Criteria Standard Minimum ......................................... 37

CHAPTER IV FINDINGS AND DISCUSSION
A. Findings ....................................................................... 38
   a. Before the Implementation of CAR ......................... 38
   b. Implementation of CAR ........................................ 39
      1. The Analysis Data of Cycle I ............................. 39
      2. The Analysis Data of Cycle II ............................ 45
      3. The Analysis Data of Questionnaire .................. 51
B. Discussion ...................................................................... 54

CHAPTER V CONCLUSION AND SUGGESTION
A. Conclusion .................................................................... 56
B. Suggestion ..................................................................... 57

BIBLIOGRAPHY .................................................................. 58

APPENDICES
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1.1</td>
<td>Blueprint of Students’ Anxiety in Speaking English Observation Sheet</td>
<td>34</td>
</tr>
<tr>
<td>Table 1.2</td>
<td>Blueprint of Questionnaire</td>
<td>35</td>
</tr>
<tr>
<td>Table 1.3</td>
<td>Teaching Learning Activity in Cycle I</td>
<td>40</td>
</tr>
<tr>
<td>Table 1.4</td>
<td>The Result Observation toward Teachers’ Activity in Cycle I</td>
<td>41</td>
</tr>
<tr>
<td>Table 1.5</td>
<td>The Result of Observation toward Students Anxiety in Speaking English Cycle I</td>
<td>43</td>
</tr>
<tr>
<td>Table 1.6</td>
<td>Teaching Learning Activity Cycle I</td>
<td>46</td>
</tr>
<tr>
<td>Table 1.7</td>
<td>The Result Observation toward Teachers’ Activity in Cycle II</td>
<td>47</td>
</tr>
<tr>
<td>Table 1.8</td>
<td>The Result Observation toward Students’ Anxiety in Speaking English Cycle II</td>
<td>49</td>
</tr>
<tr>
<td>Figure</td>
<td>Description</td>
<td>Page</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>1.1</td>
<td>Flow Diagram of Action Research Kurt Lewin’s design</td>
<td>32</td>
</tr>
</tbody>
</table>
LIST OF APPENDICES

Appendix 1 : The List of Respondents’ Name
Appendix 2 : Lesson Plan Cycle I
Appendix 3 : Lesson Plan Cycle II
Appendix 4 : The Result Observation toward Teachers’ Activity in Cycle I
Appendix 5 : The Result Observation toward Teachers’ Activity in Cycle II
Appendix 6 : The Result Students’ Anxiety to Speaking English Observation Sheet Cycle I
Appendix 7 : The Result Students’ Anxiety to Speaking English Observation Sheet Cycle I
Appendix 8 : Questionnaires
Appendix 9 : The Result of Students’ Answer Questionnaires
Appendix 10 : Photographs
Appendix 11 : Surat Keterangan Izin Penelitian Dari Kampus
Appendix 12 : Surat Keterangan Izin Penelitian Dari Dinas Pendidikan
Appendix 13 : Surat Keterangan Selesai Penelitian Dari SMPN 3 Langsa
Appendix 14 : Guidance Card for Thesis Consultation
Appendix 15 : Sertifikat Ngaji
Appendix 16 : Sertifikat TOEFL
Appendix 17 : Surat Pernyataan Karya Sendiri

viii
CHAPTER I

INTRODUCTION

A. Background of the Study

Education is very important for people in life that had been developed along with the progress of culture and civilization. Education can be used as a tool for personal development and strengthening the potential of nature and the environment. The key for the future development for Indonesian is education because education was expected that each individual can improve quality of his or her existence and able to participate in the development of motion. In general a school and education aimed at how human life should be organized, in accordance with the values of fairness and civility. Islam regards the importance of education as a foundation or a guide to human behavior and outlook on life.

As in education of people will find a variety of knowledge gained through human potential as a gift from guide one of the sciences that are the English language. Language is a set of rules used by human as tool their communication.

\textsuperscript{1}English is one of the branches of science that important role in life. That some one who is want to learn English must be practice speaking English, because speaking is one of language skills typically important in studying a foreign language.

\footnote{\textsuperscript{1} Sanggam Siahaan. *The English Paragraph*. (Yokyakarta: Graham Ilmu,2008), p. 12}
Speaking is to share our ideas to other people in oral communication. Scoot Roger says, oral communication (speaking) as an activity involving two or more people in whom the participants are both hearing and speaker having to reach what they hear and make their contribution at high speed. Stewart L. Tubb defines speaking is the process of establishment of meaning between two or more people who cannot be touched, transformed, and that will produce the real understanding of the process. Thus, based on the statement above speaking means that process of oral skill that is used to express thought and feelings reflecting and shaping experience and sharing information which is the interaction process between a speaker and listener involved the communication of the person.

However speaking is an important one in language skills it also become a subject in the school. In this case the teacher expects its students to be able to express any activity with the use of English, especially in the school environment. But some students have a sense of anxiety and afraid for the English language. English which is has a composition grammar, intonation, expression and pronunciation causing a sense of hard the language. According to university of Cambridge counseling service, anxiety is defined as a common response to threatening situation in both the physical and emotional reactions; the degree feeling anxious individual depends on past experiences, beliefs, and attitude. This

---

concept was supported by Macintyre who clearly described that anxiety can cause anxious students to separate their attention to different scenarios at the same time; they need to concentrate both the assignment and their response to it. In the school, while the anxious students is giving an answer to a question in class, he is not only forced to focus on giving the answer to the teacher question and but also on assessing the social inference of the answer. That is why the students are not quite successful in learning. Meanwhile, students who are not good at English are likely to have more anxiety because they think that studying English language is too difficult for them. Their anxiety can generate the feeling of dislike and lack of enthusiasm in learning.

Many things have been done to support teachers of students to improve English language skills. Like, do games, cards, drama, music, image, dialogue, study tours and speaking activities every Tuesday and Thursday were conducted in the field of school so that will interest and brave practice speaking English. But, many students feel unable and shy to do it. They assume speaking English is difficult and frightened because many practice conversations. If a student is anxious and upset in speaking English, he or she will have difficulty in learning English. It is important for educators to find ways to reduce their anxiety in the classroom in other for them to successfully learning English.

Therefore, several studies attempted to find some ways to help learners reduce their anxiety. Kagan stated that a sense of community is a factor that students believed to be helpful in reducing anxiety. In other words, they feel less

---

anxious when working with partners and in small groups. So, working in collaborative learning approach in environment is believed to reduce anxiety.\(^7\)

For overcome these problem, teachers should be able to create a fun atmosphere in teaching learning process, accordance the subject matter especially in speaking English. Based on the description above the writer is interested to do research entitled ‘’REDUCING STUDENTS ANXIETY TO SPEAKING ENGLISH BY USING COLLABORATIVE LEARNING APPROACH AT THE EIGHT GRADE OF SMP NEGERI 3 LANGSA.’’

B. Research Questions

1. How is the implementation collaborative learning approach reducing students’ anxiety to speaking English at the eight grade of SMP Negeri 3 Langsa?

2. Is collaborative learning approach able to reducing students’ anxiety to speaking English at the eight grade of SMP Negeri 3 Langsa?

C. Purpose of the Study

1. To describe how collaborative learning approach reduce students’ anxiety in speaking English at the eight grade of SMP Negeri 3 Langsa.

2. To find out whether collaborative learning approach able to reduce students’ anxiety in speaking English at the eight grade of SMP Negeri 3 Langsa.

D. **Significance of the Study**

Based on the research questions and the purpose of study that state above, the results of this study are expected to have hopes as follow:

1. **For school**

   The result of the study is expected to give more information about the collaborative learning approach as one to face students’ anxiety in speaking English.

2. **For teachers**

   For English teachers it can be used an alternative in teaching English, especially in speaking English that they use collaborative learning approach to reducing students’ anxiety in speaking English.

3. **For students**

   The results of this study can help reduce students’ anxiety in speaking skill by using collaborative learning approach.

4. **For researcher**

   The results of this study can help the writer to develop better strategies as beginners in teaching learning of speaking.

E. **The Terminology**

   a. **Anxiety**

      Anxiety is an emotional stated characterized by subjective, consciously feel the tension, fear, nervousness, which is related to the autonomic nervous
Anxiety can occur in a variety of situations, one of which is the anxiety experienced in the sphere of communication. Herwitz says anxiety foreign language is defined as a distinct complex of self perceptions, believer, feelings and behavior related to classroom language learning process. Nagahashi stated the students anxiety appears to come from communication apprehension, a result that the correlation with a low self evaluation of speaking skills.

It can be concluded that the communication anxiety fear such negative feeling perceived individual in communication.

b. Speaking skill

M. Solahuddin says, speaking is the speaking ability in English and discussion can be understood by the others. In expressing the discussion needed the ideas, feeling and mind in real communication and it must be able to ask as well as answered questions. Don Byrne stated the oral communication (speaking) is two process between the speaker’s listener involves the productive skills of speaking and receptive skills of understanding.

Thus based on the statement above means that speaking process of oral skill that is used to express thought and feelings of reflecting and shaping experience where the interaction process between a speaker and listener involved communication of the person.

---

8 Larson, H.A. Reducing Test Anxiety Among Third Grade Students through Implementation of Relaxation Techniques. (Eastern Illiones University, 2007), p. 93
c. Collaborative learning approach

Collaborative learning approach is learning process that each member of the group contributed information, experience, ideas, attitudes, opinion, abilities and skills they have to jointly improve each understanding of all members. ¹⁴

Gokhale defines that collaborative learning refers to a method of teaching which students in a group of varying skills level work together in small group leading to common goal.¹⁵ Kohane argues that collaboration is working together with others, cooperate, working in one team which mixed in a group to success together.¹⁶ From the sense of collaboration expressed by various experts, in this study collaborative learning is teaching strategy in which students with a variety of graded work together in small groups towards one goal.

¹⁴ Rockwood, H.S. *Cooperative and Collaborative Learning*. (The National Teaching and Learning Forum, 1995), p.8