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

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

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NIM: 141000616

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By:

SYAFRIANA

The Student of English Education

Tarbiyah Faculty

Student No: 141000616

Approved by

Main supervisor	Co Supervisor
(Mhd. RASID RITONGA, MA)	(MUHAINI, MA)

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Langsa, 28th February2015

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

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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. [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.

[1] Sanggam Siahaan. *The English Paraghraph*. (Yokyakarta: Graham Ilmu,2008), p. 12

Speaking is to share our ideas to other people in oral communication. [2]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.[3] 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.[4] 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.[5] This

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[2] Jack C. Richards, *listening and Speaking*: Theory and Practice for Effective Teaching, Volume 9. http://www. Professor Jack Richards.com/wp-content/upload/Teaching-Listening-and-Speaking-from-Theory-to-Practice.Pdf

[3] Scoot Roger. *Teaching Oral English*. (New York:Longman,1998), p.77

[4] Stewart L. Tubbs. *Oral Communication Foreign Language.* (New York: University Press,1993),p.2

[5] Phillip. *Decreasing Language Anxiety*: Practical Technique for Oral Activities.(Boston:Mcgraw-Hill,1999), p.141

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.[6] 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

[6]University of Cambridge Counseling Service. Www. *Counseling.com./Selfhelp/leafles/ anger*. 2012. (Assessed,14th Augustus 2014).

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.

[7] Kagan. *A Brief History Structure*s.From.Www.Kagan.com/free/Dr_Spencer_Kagan/Ask 20.Php,2009.(Assessed, 12 th Augustus 2014).

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 earning 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

system.[8] Anxiety can occur in a variety of situations, one of which is the anxiety experienced in the sphere of communication.[9] Herwitz says anxiety foreign language is defined as a distinct complex of self perceptions, believer, feelings and behavior related to classroom language learning process. [10]Nagahashi stated the students anxiety appears to come from communication apprehension, a result that the correlation with a low self evaluation of speaking skills.[11]

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.[12] 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.[13]

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.

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

[9] Boor, M. *Test Anxiety and Classroom Examination Performance*: A reply to Daniels and Hewitt. (Journal of Clinical Psychology:1980), p. 177.

[10] Horwitz, E.K. Foreign Language Classroom: (The Modern language Journal, 1986),70 (2), p.125

[11] T.L.Nagahashi.*A Crossectional Study of Foreign Language Anxiety among Fresman At Akita University*. (Akita University:2007),p.29

[12] M. Solahuddin. *Kiat-Kiat Praktis Belajar Speaking*. (Jakarta:Diva Press, 2008), p. 16

[13] Don Byrne. *Teaching Oral English*. (New York: Longman, 1998), p.8

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

[15] Ragbir Kaur A/P Joginder Singh. *An Education Revision Guide for KPLI*. (Selangor Darul Ehsan: UG SDN BHD, 2005), p. 310

[16] Anderson, K. Machlean, J. and Lynch. *Study Speaking.* (Cambridge: University Press, 2004), p. 77