

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English nowadays has been affecting the communication in this world. It is used as *lingua franca* in the United Nation (UN) beside Arabic, Chinese, French, Russian, and Spanish as the prove of the existence of English in this world. Since English has been being the *lingua franca* in the biggest part of the world, it makes the difference between the countries that assume English as the second language (such as: Singapore, Malaysia, and Philippines) and the countries that assume English as the Foreign Language such as: Taiwan, Thailand, and Indonesia. In Indonesia, English is assumed as the foreign language which is learned as English as Foreign Language (EFL). In Indonesia, learning English as a second language serves as a stepping stone to a variety of professional and academic opportunities, including further education at foreign universities (for those with sufficient English proficiency), the acquisition of scholarships and fellowships, the securing of better employment, and the integration into the global community.

In Indonesia, English has been added as one of the main subjects in the curriculum of Indonesia. This is in accordance with the Regulation of the Minister of Education Number 22 of 2006 which puts English in the subjects for every level of education. The position of this language is the second language in Indonesia which is used in several areas of life such as business, education, entrepreneurship, travel and several other fields. English also has been added as the subject which is

examined in the National Final Examination in every educational stage in the world of education in Indonesia. Studying English in Indonesian education began in the 1990s as the government's awareness that learning English as early as possible can provide opportunities to compete in the world, especially as time goes by towards the era of globalization. This awareness is manifested in policies through the Ministry of Education and Culture of the Republic of Indonesia (Depdikbud RI) No. 0487/1992, Chapter VIII which states that Elementary Schools can add subjects to their curriculum (Kulsum: 2016). In Elementary School, English added as local content despite it is examined as National Final Examination. English is added as compulsory lesson in Senior High School and Junior High School. In Junior High, learning English has a target so that students can reach the functional level, which means communicating orally and in writing to solve everyday problems.

There are four language skills in English such as reading, writing, listening, and speaking. A recent study concluded that speaking skill is one of the elements of communication which profoundly means that communication is an output modality and learning is an input of language acquisition and language use in ordinary voices; say the words; know and be able to use language; express yourself in words (Bashir Et Al: 2011). In line with that opinion, learning languages, especially English, is to express oneself through communication. Communication is something that will never escape from humans considering that humans are social creatures. In everyday life, humans must communicate with the people around them. Communicating can not only be done using the mother tongue, but can also be done in a foreign language. Having the ability to communicate in a foreign language other than the mother tongue makes a person more advanced than

someone who can only speak their mother tongue. That is why the state sets English as one of the compulsory subjects in the world of education. Which means to make human resources more qualified.

According to Richard (2002), one of the most important aspects of teaching English as a foreign language is focusing on the oral communication skills of the students. This is the reason in learning and mastering English, students and teachers must have extra effort so that the results obtained are maximized. Teachers must often provoke in their training by giving questions to students while students must be provoked by provocation in the form of questions given by the teacher by answering them with answers that are thrown by lips, not just by gestures. But often students do not answer or respond to the teacher. It is not because of ignorance. It is because they don't have self-confidence that ends up haunting the student in the form of anxiety. And anxiety is one of the problems that occur when learning English, especially in mastering speaking skills.

The American Psychological Association defines anxiety is an emotional reaction that issue a tension. Emotional tension can lead to impaired concentration and result in nervousness and stuttering in anyone, including students. Emotions are very influential in every aspect of life, especially in learning a foreign language and communicating it. Emotions in students tend to inhibit rather than encourage students to achieve their achievements or learning goals. This emotional state appears in the form of anxiety. This anxiety will disturb students by causing feelings of worry, self-doubt, and will make students reduce their participation in class. Moreover, according to Krashen (2013), anxiety will increase the effective filter and form a 'mental block' that prevents the input of lessons that can be understood

and used for language acquisition. In line with that, Oxford in its language research also found that there was a negative relationship between anxiety and performance. For example, when the teacher provokes students to talk through some simple questions, some of the students think that if they answer and make a mistake, their classmates will mock and laugh at them. On the basis of the anxiety that arises in their minds, students prefer to take an attitude of not caring about what the teacher instructs them to do.

Anxiety is caused by the overproduction of the hormone cortisol. According to the Harvard Health Publishing website, when stressed, the part of the brain responsible for emotional processing (the amygdala) sends signals to the hypothalamus. The hypothalamus then activates the sympathetic nervous system, which acts like the gas pedal in a car. These nerves trigger the fight-or-flight response, giving the body a burst of energy so it can respond to a perceived threat. Before the sympathetic nerves are activated, the signals sent by the hypothalamus are also sent to the adrenal glands. In this process the body will release the hormone epinephrine (adrenaline hormone). When these hormone spikes subside, the hypothalamus then stimulates the release of the hormone cortisol. Actually, the hormone cortisol functions to control stress which can be affected by infectious conditions, injury, strenuous activity, as well as physical and emotional stress. However, if it is produced in excess it can cause anxiety.

Anxiety, according to Yusuf (2009), is a neurotic helplessness, insecurity, immaturity, and incapacity to deal with reality (environment), challenges, and stresses of everyday life. This implies that people are helpless in the face of anxiety. Feeling helpless "equivalents to an alarm-threat system" in terms of psychological

and behavioral restraint. It alters people to pay more attention to potential dangers than potential benefits. And we often experience worry and pessimism, and we're vulnerable to restraints and distortions of character brought on by peer pressure.

Anxiety can also occur in the classroom. Especially foreign language classes, especially English classes. Students in English classes often feel doubtful and afraid to respond to teacher initiation. Factors that cause anxiety when speaking in front of the class are feeling a threat to self-esteem, wrong modeling, unrealistic expectations and attitudes, personality factors and negative self-esteem. thought of presentation situations (Morreale Et Al: 2007).

As the researcher found in the classroom when the researcher do the observation to get the preliminary data for this research, there was very little response in the class to the teacher's initiation. Only two male students always wanted to answer the teacher's initiation. The others just stared at the teacher in silence. Maybe there are those who intend to answer but do not have the courage. When the class ended, right at break time, the researcher asked some female students. They replied that in fact they wanted to answer. But they were afraid. And when the researcher asked about their fear, some of them answered that they were afraid to answer wrongly, besides that there were also those who answered that they were afraid of being laughed at by their friends. And the students answered that they were afraid of the teacher and did not understand anything. There were also students from another class that was coming to the class that the researcher observed who added some answer. They said that whenever they wanted to answer the teacher's question, they did not have any confidence because they can't speak English fluently, and they also did not know how to pronounce rightly. Hearing

this, the researcher linked the students' opinions on the reasons they did not respond to the teacher's initiation with 3 kinds of anxiety proposed by Freud (in Corey: 2017) namely: 1) reality anxiety; namely anxiety that makes people who experience it become afraid of being wrong and decide to stay silent, 2) neurotic anxiety; namely anxiety that makes people who experience it feel that there will be punishment that comes to them, and lastly 3) moral anxiety; ie anxiety that makes them remember past punishments that makes the person afraid to take the same path. And from the fact that the researcher got during this observation, the researcher finally intended to examine the level, anxiety factor, and how to overcome it.

To measure the level of anxiety in students, can be used a questionnaire created by Horwitz in 1986 to measure the level of anxiety of students in foreign language classes called the Foreign Language Class Anxiety Scale (FLCAS). This questionnaire contains 33 statements consisting of 2 categories, namely: 9 positive statements and 24 negative statements. These statements will be assessed by students using a Likert Scoring, namely by choosing between 5 options; Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. However, each selected option will have a different value. Neither between the choices, nor between the categories.

In 2010, Amy Cuddy and two colleagues wrote a journal entitled Power Posing: Brief Nonverbal Displays Affect Neuroendocrine Levels and Risk Tolerance, which was published in the Journal of Psychological Science. The journal contains a discussion of a pose formulated by Amy Cuddy and colleagues that can make a person powerful. This pose is called the "Power Pose". Amy Cuddy

(2015) states that power-posing is considered to activate the behavioral approach system. Behavioral approach system is the system that makes us more likely to assert ourselves, approach and seize opportunities, take risks, and persist. According to several studies conducted by Amy Cuddy in developing her opinion, she found that Powerpose can increase testosterone (the assertive hormone) levels by 19% and reduce cortisol (the stress hormone) by 25%. That is, powerposing is believed to reduce anxiety levels in humans. This is even very likely to happen to students. That is why the researcher made this study to examine the effectiveness of powerpose in influencing students' anxiety in practicing English speaking.

Therefore, the researcher decided to raise the power pose as one of the variables in this study. Researcher will examine the effect of power posing on students' English speaking skills in class. And based on the results of the researcher's observations and the results of the researcher's thoughts to overcome the problems that the researcher found during the observation, the researcher finally decided to make this research. This study is entitled "Power Pose' Effectiveness in Student's Speaking Anxiety" and will examine the level and factors of English speaking anxiety in the classroom as well as the influence of power-pose on English speaking anxiety in the classroom.

1.2 The Problems of the Study

Based on the explanation on the background above, the problem occurs because of the students' lack of confidence in communicating English in class due to anxiety in students. Based on the causes of the problem, the problem can be formulated into:

- 1) What is the level of anxiety of students in English classroom interaction?
- 2) What are the factors of anxiety of students in English classroom interaction?
- 3) How is the "power pose" applied in English classroom interaction?

1.3 The Objectives of The Study

Based on the problems of the study that is written above, the objectives of the study are:

- 1) To find out the level of anxiety of students in English classroom interaction.
- 2) To find out the factors of anxiety in students in English classroom interaction.
- 3) To investigate the use of "power pose" in English classroom interaction.

1.4 The Scope of the Study

For the scope of this research, the researcher will limit this research to focus only on the level and the factors of students' anxiety in English Class at Grade IX of MTsN 2 Medan. The researcher also focused on the use of "power-pose" in English classroom interaction in learning about Purpose/ Intention, Agreements and Disagreements (Unit 2, KD 3.2 and 4.2).

1.5 The Significances of the Study

The significance or use value of this research is expected to produce the following results:

1.5.1 Theoretical Aspect

The results of this study are expected to be useful for teachers in understanding various factors of English speaking anxiety in students and understanding what power pose is.

1.5.2 Practical Aspect

Practically this research can be useful:

- 1) For the teachers, the teachers can understand the level and the factors of English interaction anxiety in students. Teacher also can understand what is power pose.
- 2) For the students, the students can understand the level and the factors of their anxiety in English classroom interaction. Moreover, students can understand and use power poses in their daily lives.
- 3) For the researcher, the researcher is able to understand the level and the factors of students' English interaction anxiety. And researcher is able to know the effectiveness of powerpose in influencing students' anxiety.