

CHAPTER I

INTRODUCTION

This chapter presents an overview of the study. It covers the background of the study, research questions, research purposes, research significances, rationale, and previous studies.

A. Background

Do you ever feel afraid to speak English in front of the people? Or you get nervous to do your presentation in front the class? have you ever guess why this is happening? that is because you feel anxiety to speak english.

Speaking is considered as one of the most essential means of effective communication. Communicating in English is not an easy thing to do by Indonesian students. The biggest problem for students with low-level proficiency is that they lack motivation and confidence when they speak (Ismaili, 2016). The speaking class activity in classroom usually creates nervousness for learners.

As a matter of fact, based on the preliminary observation conducted in one university in Bandung, there are still many students who find out difficulties while they speak English in front of the class. Meanwhile, they also worry about making mistakes in English class. In addition, most students start to panic when they have to speak without preparation in English class (Student, 2018). It means that they feel anxious to speak English in their life. It is very difficult to involve students in artificial speaking activities. Students need lifelike situations to perform the elements of the language. They also need to feel as if they are not acting. When they are aware that they are imitating a foreigner, they become anxious. From this situation, this study use drama to help student life when they speak English.

While trying to find out if drama helps students' oral skills development, drama itself has become a teaching technique which encourages students to learn a new language in a creative and effective way. This means that drama techniques create an atmosphere where students learn in context, use their imagination, and

spontaneously react. Drama as a teaching technique is defined by McGregor et.al (1977:92) cited in Raihan Fitria (2013) who says drama technique is a strategy to communicate the intended meaning by the students which involve a wide range activities resemble like real life. Thus drama as a technique is implemented by the teacher to encourage the students to speak in the classroom using many activities imitated like real life.

Even though the history of drama dates back thousands of years, the use of drama in language classrooms has played a small, but consistent role in language teaching for only about four decades. Among all the positive effects of drama in ELT, improvement of speaking has a very special place. Still, as the use of drama techniques for speaking skills is relatively recent, and there is limited research on the issue, the effects of drama activities on oral skills development of FL learners has not clearly been put forth (Galante, 2012). Therefore, the researcher is interested in conducting a case study by proposing drama technique.

The research regarding the reduction of speaking anxiety has been conducted by several researchers. A research by Atas (2015), After six weeks of language and drama training, the drama techniques significantly lowered the speaking anxiety of EFL learners. A research by Yalcin (2014), there is a great deal of research focusing on speaking anxiety and yet there are relatively few studies suggesting ways how teachers can help learners cope with this problem. Therefore, the purpose of this study is to identify whether the integration of spontaneous speech activities helps minimize the students English language speaking anxiety. A research by Homer (2015) Visuospatial working memory tasks may preferentially reduce anxiety associated with personal images of feared events, and thus provide cognitive resistance which reduces emotional reactions to imagined, and potentially real-life future stressful experiences.

This research is different with the previous research. While the previous research discussed focusing on speaking anxiety and there are relatively of few studies suggesting ways how teachers can help learners cope with this problem, this study focuses more on reducing speaking anxiety with playing drama in English Education Department. In this present study, playing drama to reduce

speaking anxiety in efl class is conducted. Afterwards, the seventh semester in State Islamic University of Sunan Gunung Djati Bandung, take part as the sample to investigate whether playing drama is reduce speaking anxiety in English Education Department Student. Thus, this research entitled “Playing Drama to Reduce Speaking Anxiety in EFL Class” is conducted.

B. Research Questions

Based on the description of the problem above, this study is intended to answer two following research questions:

1. What are the anxiety factors of EFL learners experience in speaking?
2. How does playing drama implicitly affect to the speaking anxiety of EFL learners?

C. Research Purpose

Related to the title and the problem assisted above, the purposes of the study are as follows:

1. To find out the factors of EFL learners experience speaking anxiety.
2. To know how playing drama implicitly affect the speaking anxiety of EFL learners.

D. Significances of The Research

The results of the research are expected to be beneficial in three aspects including theoretically and practically as follows:

a. Theoretical Significance

Theoretically, the study provides alternative techniques about speaking to EFL learners through playing drama.

b. Practical Significances:

Practically, this study is expected to be able to provide the student in English Education Department to practice English well with playing drama.

E. Rationale

Commonly, English language teachers are aware of the existence of a phenomenon called foreign language speaking anxiety. However, sometimes it appears to be problematic to classify whether a student seems reluctant to speak in

the target language because of lack of motivation or increased anxiety level. In order to define speaking anxiety and its reasons, the general term anxiety should be defined according to its symptoms. Anxiety, as stated by Horwitz, (Horwitz, Horwitz, & Cope, 1986) “is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.” Foreign language learners, who feel anxious, face symptoms such as sweating, palpitations, worry, forgetfulness and difficulties in language learning. Since it was confirmed by Oxford (1990) that speaking class activity can be frustrating for learners. As result, the students are unconfident, shy, anxiety, and not really motivated to learn English.

Therefore, this study is interested in conducting a case study by proposing drama technique. The word drama is originally derived from the Greek word dran which means “to do, to act.” Action is an essential part of learning a language, as it develops body language, increases motivation, and keeps students involved in the learning process (Gorjian, Moosavinia, & Jabripour, 2010). Drama also creates a friendly, stress-free atmosphere where optimal learning occurs (Gorjian et al., 2010). Even when adults, let alone children, feel pressure on themselves, it becomes a burden to act, move or speak naturally, especially in public, which means anxiety.

While trying to find out if drama helps students’ oral skills development, researchers have also found that drama lowers anxiety levels of EFL learners (Gorjian et al., 2010). Drama itself has become a teaching technique which encourages students to learn a new language in a creative and effective way. This means that drama techniques create an atmosphere where students learn in context, use their imagination, and spontaneously react. Speaking a language without any preparation is of great importance for fluency in EFL. Fluency requires “performance.” To achieve fluency, a learner has to perform the language. However, speaking a foreign language in the classroom is inherently artificial. It is very difficult to involve students in artificial speaking activities. Students need lifelike situations to perform the elements of the language. They

also need to feel as if they are not acting. When they are aware that they are imitating a foreigner, they become anxious.

F. Previous Research

Research regarding the reduction of speaking anxiety has been conducted by several researchers. First, a research by Atas (2015), after six weeks of language and drama training, the drama techniques significantly lowered the speaking anxiety of EFL learners. The study on drama and anxiety reduction was conducted with 24, 12th grade students at a high school in Kozan, Turkey. The triangulation of the data was established with pre and post-tests, semi-structured pre and postinterviews, and student diaries. The teacher's reflections strengthened the qualitative aspect of the study. After six weeks of language and drama training, the drama techniques significantly lowered the speaking anxiety of EFL learners.

Second, a research by Yalcin (Yalçın & İnceçay, 2014), there is a great deal of research focusing on speaking anxiety and yet there are relatively few studies suggesting ways how teachers can help learners cope with this problem. Therefore, the purpose of this study is to identify whether the integration of spontaneous speech activities helps minimize the students' English language speaking anxiety. The research took place in the ELT department at a private university in Istanbul, Turkey. 12 freshman year students participated in the study. The course syllabus comprised different types of speaking activities. The study followed a mixed method design including qualitative and quantitative data. The data were obtained through an adapted questionnaire based on Horwitz's "Foreign Language Classroom Anxiety Scale" (FLCAS, 1986) and Burgoon's "Unwillingness to communicate scale" (UCS, 1976) to measure the learners' pre and post anxiety levels. Furthermore, participants were asked to reflect on the activities through open-ended essay questions. Finally, a focus group interview was conducted.

Third, a research by Horner (Homer, Deepröse, & Andrade, 2016), this study sought to reconcile two lines of research. Previous studies have identified a prevalent and causal role of negative imagery in social phobia and public speaking

anxiety; others have demonstrated that lateral eye movements during visualisation of imagery reduce its vividness, most likely by loading the visuospatial sketchpad of working memory. It was hypothesised that using eye movements to reduce the intensity of negative imagery associated with public speaking may reduce anxiety resulting from imagining a public speaking scenario compared to an auditory control task. Forty undergraduate students scoring high in anxiety on the Personal Report of Confidence as a Speaker scale took part. A semi-structured interview established an image that represented the participant's public speaking anxiety, which was then visualised during an eye movement task or a matched auditory task. Reactions to imagining a hypothetical but realistic public speaking scenario were measured. Visuospatial working memory tasks may preferentially reduce anxiety associated with personal images of feared events, and thus provide cognitive resistance which reduces emotional reactions to imagined, and potentially real-life future stressful experiences. The result is representative imagery was established and reduced in vividness more effectively by the eye movement task than the auditory task. The public speaking scenario was then visualised less vividly and generated less anxiety when imagined after performing the eye movement task than after the auditory task. Visuospatial working memory tasks may preferentially reduce anxiety associated with personal images of feared events, and thus provide cognitive resistance which reduces emotional reactions to imagined, and potentially real-life future stressful experiences.

This research is different with the previous research. While the previous research discussed focusing on speaking anxiety and there are relatively of few studies suggesting ways how teachers can help learners cope with this problem, this study focuses more on reducing speaking anxiety with playing drama in English Education Department. In this present study, playing drama to reduce speaking anxiety in efl class is conducted. Afterwards, the seventh semester in State Islamic University of Sunan Gunung Djati Bandung, take part as the sample to investigate whether playing drama is reduce speaking anxiety in English Education Department Student.



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