

CHAPTER I

INTRODUCTION

This chapter presents the explanation about the topics such as the background of the study, the problem of the study, the objective of the study, the significance of the study, the scope and limitation, and the definition of key terms.

A. The Background of the Study

Speaking is an important skill that connects people to communicate using the same language. It helps people to express their thoughts, ideas, feelings, and emotions to others. It is one of the productive skills that learners use to produce language in a spoken form. Speaking skills cover a wide range, from engaging in simple conversation to formal public speaking. Speaking skills play a vital role in the communication process, but many learners express their inability to speak a foreign language. Learners may be good at learning other skills but, when it comes to speaking another language, they claim to have *a mental block* such as anxiety against speaking a foreign language.¹

In the teaching learning process, lecturers often give assignment for presentation. In English Department, students have any subjects that related with English. Therefore, students have to use English when they give presentation. In presentation performance, the most important skill that

¹ Horwitz, Michael B. Elaine K. Cope, Joan. 1986. *Foreign Language Classroom Anxiety*. Blackwell Publishing: The Modern Language Journal, Vol. 70 (2). P. 125-132.

students should be prepared is self-confidence and speaking competence. Every student has different situation, any students can speak confidently in front of the class, but there are also students who cannot speak because of nervousness and embarrassed.

Emotion and nervousness can cause the feeling of anxiety. Students may have anxiety reaction when they are worried about the success of their presentation. Many people often said that speaking is an anxious activity especially when students should speak in front of many people and speaking is the most anxiety provoking language skill in foreign language in learning situation.

Speaking in the foreign language is often cited by students as their most anxiety-producing activity. According to Horwitz et al. (1986),

Foreign Language Anxiety (FLA) is “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the (foreign) language learning process”.²

Horwitz develops the most commonly used tool for assessing FLA, namely the Foreign Language Classroom Anxiety Scale (FLCAS). The FLCAS is a 33-item individual self-report (Likert-scale) that reflects three factors of anxiety: communication apprehension, test anxiety, fear of negative evaluation.

Starting from the concept that a foreign language anxiety can be measured, the researcher wants to analysis the level of anxiety in doing presentation of sixth semester students of the English Department at STAIN

² *Ibid.*

Kediri. Mostly students have a mental block when they are giving presentation. Furthermore, students become a passive audience in the process of presentation performance and do a poor speaking performance. The bad things are they will get a low rank and bad result even feeling unconfident in the future presentation.

At the college, the development of foreign/second language learners' communicative abilities is often put aside. Commonly, the main concern of the lecturers is helping the students to pass the subjects. As a result, the college students lack competency in speaking English, and most have difficulties with pronunciation. The communicative skills, which require learners to practice in real situation, are totally ignored.

Learners have different level of anxiety when they are asked to do an English presentation in front of the class. Actually, anxiety is not a bad thing since anxiety can motivate the effort of a learner to learn more. However, researchers have noticed that there is a high level of anxiety which negatively affects many language learners' behavior and their educational outcomes. It also plays an important role in EFL learning because it can be positive or negative according to how greatly it is felt by the learner.

There are previous studies about analyzing the anxiety, Na Z. (2007) surveyed 115 Chinese high school students and finds that these learners have high anxiety in learning the English language. Results show that high anxiety plays a debilitative role in high school students' language learning. This type

of language anxiety causes the learners to escape from the learning task to avoid further anxiety.³

There is also the research of Rafiatulummah which is a descriptive analysis of students' anxiety on presentation performance in teaching-learning process of the 7th Semester Students in English Department of STAIN Salatiga. In her research, she found the level of the student's anxiety, sources of anxiety, and strategies for decreasing their anxiety. This research used theory of Horwitz (level of anxiety), Kota Ohata (source of anxiety), and David Shinji (anxiety coping strategy).

Besides that, there is a study from David Shinji Kondo and Yang Ying-Ling (2004) designs a typology of strategies that students use to cope with the anxiety that experienced in English language classrooms. Findings suggest for coping with language anxiety into five strategy categories: Preparation (e.g. studying hard, trying to obtain good summaries of lecture notes), Relaxation (e.g. taking a deep breath, trying to calm down), Positive Thinking (e.g. imagining oneself giving a great performance, trying to enjoy the tension), Peer Seeking (e.g. looking for others who are having difficulty controlling their anxiety, asking other students if they understand the class), and Resignation (e.g. giving up, sleeping in class).⁴

According to those researches, the researcher wants to investigate the students' anxiety in doing presentation. The purposes of this research are to

³ Na, Z. (2007). A study of high school students□ English learning anxiety. *The Asian EFL Journal*, 9(3), 22-34.

⁴ Kondo, David Shinji and Yan Ying-Ling. 2004. *Strategies for Coping with Language Anxiety: the Case Students in Japan*. ELT Journal Volume 58/3 July: Oxford University Press.

analyze the level of students' anxiety in giving presentation by the theory of Horwitz. The researcher chooses this theory because it has a guided questionnaire (FLCAS) to measure the speaking anxiety and the researcher also wants to know the levels of anxiety by the students.

Secondly, the strategies are used by the students to deal with their anxiety by the theory of David Shinji Kondo and Yang Ying-Ling. The theory shows that strategies for dealing anxiety are divided into five strategies, which are Preparation, Relaxation, Positive thinking, Peer seeking, and Resignation.

The writer chooses the sixth semester students of English Department of STAIN Kediri as a subject of this research, because they have an active English presentation class and have more experiences for doing English presentation. For data sampling, the researcher chooses class A and B in the Current Issues in ELT class, because these classes have an obligatory English presentation. Based on the discussions above, the researcher intends to investigate the problem entitled "*An Analysis on Speaking Anxiety in Classroom Presentation of the Sixth Semester Students of English Department in STAIN Kediri*".

B. The Problem of the Study.

Based on the background above, the question of this study is addressed to answer the questions as follows:

1. What are the anxiety levels among students during presentation?

2. What are the strategies applied by the students to deal with their speaking anxiety in class presentation?

C. The Objective of the Study

Based on the statement of the problem above, the objective of the study are:

1. To describe the levels of anxiety among students of the sixth semester students of English Department in STAIN Kediri.
2. To describe the strategies applied by the students to deal with the speaking anxiety of the sixth semester students of English Department in STAIN Kediri.

D. The Scope and Limitation of the Study

The scope of this study is the students' anxiety in English presentation by the sixth semester students of English Department in STAIN Kediri in class A and B of the Current Issues in ELT class.

The researcher limits in investigating the levels of students' anxiety when learners do an English presentation in the classroom, and the strategies which are used to deal with their anxiety.

E. The Significance of the Study

The result of this study is expected to give a positive contribution for teachers, students, and researchers, so they can use it as guidance for improving learning process.

For the teachers, the result of this research can be used as reference and information about students' anxiety levels and can help them to find the strategies for reducing their students' anxiety during presentation. Thus teachers can create a relaxed atmosphere for their students to be confident in giving presentation.

For the students, this result of this research can motivate the students to use strategies for dealing with their anxiety in presentation. And this study also provides a lot of information about anxiety that students face during presentation.

For researchers, this research can develop the writer knowledge about students' anxiety on presenting in a foreign language.

F. The Definition of Key Terms

To avoid the misconception of some terms used in this study, the key terms are defined as follow:

1. Student's anxiety

Based on Gardner and MacIntyre, students' anxiety is defined as the feeling of tension and apprehension specifically associated with second/foreign language contexts, including speaking, listening, and learning which is faced by ESL/EFL student.⁵

Besides that, speaking anxiety is defined as difficulty to speak in the group of people. These difficulties vary in the cases of prepared speeches, oral presentations, answering questions or simple presentation

⁵ R. C. Gardner and MacIntyre, P. D. 1994. 'The effects of induced anxiety on three stages of cognitive processing in computerized vocabulary learning'. *Studies in Second Language Acquisition*. P.16: 1-17.

rounds among others. Samuelsson also claims that speaking anxiety is a specific social phobia that 15 - 20 % of the human population suffers from.⁶

2. English Presentation

Presentation is an activity of showing something or giving something to somebody.⁷ English classroom presentation is the activity of presenting an English paper in front of the class.

⁶ Samuelsson. 2011. *Dare to speak*, [PowerPoint slides], Retrieved from http://www.mah.se/Ar-student/Studenthalsan/Startsida_innehall/studenthalsans-utbud/Vaga-talaVaga-tala-helgkurs.

⁷ Oxford Advanced Learner's Pocket Dictionary. 2000. Oxford University. P. 347