

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses the background of the study. In this chapter, the research problem, the research objective, the limitation, and the significant of the study are also stated. The definition of key terms also is explained in this chapter.

### **A. Background of The Study**

Bachelor is a title given to a person after they have spent less than four years of time to study at a university. To get the bachelor's degree students must complete their final project, which is to present the results of their scientific work/thesis in form of paper and presentation. Before presenting the thesis, they must also present the thesis proposal that they have made. Almost all Departments at universities in Indonesia require students to present their thesis proposal, not least for the English Department at IAIN Kediri. They have to use English during the presentation.

As we know, English in Indonesia is included in a foreign language. So, Indonesian people do not always use English in their daily life, not least in the field of education. At school, the English learning process still uses Indonesian in explaining the material, so students lack practice in speaking English. Harmer (2007) has given the reason that a principal cause of this L1 use is the language required by the activity. To mastering speaking performance students need to practice their speaking so that they can improve their speaking skill.

Presentation is one of the oral activities to develop students' speaking skill. Oral presentations are becoming an important part of language teaching, especially in the university environment (Živković, 2014). King's (2002) study proves that oral presentation can be a rewarding and enjoyable activity for both teacher and students. Students are required to understand the material that will be presented in front of the class in order to make others understand what we are saying. Živković (2014) said that the mastery of the subject topic and the good will to interact with others will allow them to actually enjoy sharing their knowledge in a constructive way both for their audience and themselves with structured planning and organization.

In presentation, students also need confidence during presentations. Students who have general self-confidence will be able to overcome fears or negative thoughts, so they will be easy to communicate, especially in the oral presentation in front of the class. However not everyone can easily present in front of many people, especially using English. Many students will feel worried, sweaty, heart palpitated, forgetful and have difficulty speaking during presentations in front of the class. This phenomenon essentially points to the psychological construct termed as “anxiety”.

Many previous studies have discussed students' anxiety. Several ways and methods have been studied by many experts to deal with anxiety problems. Horwitz et al. conceptualized a situation- specific anxiety construct that they called *foreign language anxiety*. According to Horwitz, Horwitz and Cope (1986) defined FLA as “a distinct complex construct of self-perceptions,

beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of language learning process”. Spiel Berger (1983) states that anxiety is an uneasy feeling that occurs at a certain time. Most students in foreign language learning will have different experiences of anxiety that make them better or worse during foreign language lessons. This means that students who feel anxious often have to try harder to perform well because they are trying to overcome anxiety problems that arise while carrying out assignments. So, students have to deal with their anxiety problems well so that they can make presentations well too.

Some previous study have done the research about problem in oral presentation, like reserach conducted by Hanifa and Yusra (2018) the result showed that the problems encountered in oral presentations are closely related to nervousness due to limited time and audience, which causing loss of ideas when performing. Another research from Ahmed (2016) investigated Kurdish university EFL learners’ English language speaking anxiety. The results of the study revealed that when speaking English in class, learners were most worried about the consequences of failure in the English class, getting laughed at by their peers, encountering unknown grammar, and how to use the proper English words.

That’s way foreign language anxiety has been a topic of much interest and research in recent years. It is considered as one of the most important affective factors that Influence foreign language learning (Na, 2007). Based on the fact above, the researcher concluded that anxiety is the most important factor in

students presentation. M. Liu - W. Huang, (2011) stated that anxiety is one of the psychological factors that have an important role in affecting language learning outcomes. This effect can be either positive or negative. The positive effect is that students will have more motivation to develop their abilities, while the negative effect is that students will get low grades because it is difficult to control their anxiety. According to Horwitz et al (1986) they classified the factors that cause student anxiety into 3 factors they are: communication concerns, test anxiety, fear of negative evaluation.

Dewaele and MacIntyre (2014) stated that language anxiety has an influence on language acquisition, retention, and production; therefore, foreign language anxiety has a negative influence on the whole process of language learning. This is supported by the argument that anxiety is of the negative psychological effects that might impede learners from achieving the task of mastering a foreign language (Park & French 2013, Zhou 2016).

Douglas (2007) state that one of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risks of blurting things out that are wrong, stupid, or incomprehensible. It will make students tend to be passive when presenting in front of many people. Presenter who have high anxiety will have difficulty in expressing the meaning of the material discussed and when explaining they usually avoid eye contact with the audience. They also read a lot of slides in powerpoint instead of explaining using their own language.

Based on the theory and previous research regarding students' anxiety, the researcher wants to know the existence of student anxiety and factors of students in the eight semester of English Department at IAIN Kediri when they presenting thesis proposal and the way students deal with their anxiety.

## **B. Research Question**

The research question of this study is as follow:

1. Is there any students' anxiety in presenting thesis proposal for eighth semester of students at IAIN Kediri?
2. What are the dominant factor causing students' anxiety in presenting thesis proposal for eighth semester of students at IAIN Kediri?
3. How do students overcome anxiety when presenting a thesis proposal for eight semester of students at IAIN Kediri?

## **C. Research Objective**

The research objective is as follow:

1. To find out the students' anxiety in the thesis proposal presentation for eight semester of students at IAIN Kediri.
2. To find out some factors that cause students' anxiety in the thesis proposal presentation for eight semester of students at IAIN Kediri.
3. To find out the ways that students do to deal with anxiety during presenting thesis proposal for eight semester of students at IAIN Kediri.

## **D. The Limitation of The Study**

The problem to be observed focuses on the eight semester of IAIN Kediri at the academic year 2020/2021. So, the researcher is interested in knowing the

existing of students' anxiety in presenting a thesis proposal and the dominant factor cause it and how students overcome their anxiety.

#### **E. The Significances of The Study**

The significant of this study are as following.

##### **1. For the students**

By partisipating in this study, the student will know about what factors that make them have anxiety in presentation so that they can solve these factors.

##### **2. For the English teachers**

This study can add the teacher knowledge about the factors that cause anxiety to students while they do presentation so teacher can help reducing students' speaking anxiety.

##### **3. For Future Research**

It can be used as a research reference for other researchers who have similar topic and purpose.

#### **F. Definition of The Key Terms**

##### **1. Anxiety**

Anxiety is an unpleasant emotional state, in the form of a physiological response that arises in a person in anticipation of an unreal or imaginary danger to a situation. Speaking anxiety is often defined as a feeling of fear, nervousness and anxiety when interacting with other people. In line with that, Beaty (2000) states that public speaking anxiety is a form of real fear or anxiety when speaking in front of people as a result of the social learning process.

## 2. Presentation

Presentation is an activity of speaking in front of many audiences or a form of communication. Presentation is the activity of submitting a topic, opinion or information to others. Scientific presentation is an activity of public speaking skills to convey ideas or opinions from research findings, critical thinking, or information in academia and education.