

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

Anxiety has been studied by psychologists and linguists since the 1970. In the field of study of psychology, verbal reports, physiological responsiveness and raw behavior should be thought out in assessing concerns, anxiety and social anxiety disorder. Borkovec, Fleischmann, and Caputo (1973) says that the positive relationship between anxiety is related to social interaction and speech disorders. A large variety of analysis findings concerning anxiety from the side of science have contributed to foreign language teaching. In foreign language teaching and learning context, there has been associate increasing attention given to the anxiety in speaking. Especially for Indonesian students, speaking is a crucial ability because it can be used and seen when using English. This is consistent with Nunan's (2003:48) assertion that speaking abilities are more crucial than other skills because while communicating verbally with others, pupils must unavoidably reply; at that point, they are unable to edit and rewrite what they have to say. With other nations using English as an international language, Indonesian students are expected to compete on a global scale.

In addition, according to Brown (2001:109), speaking should help students engage in brief conversations, ask and respond to questions, determine the best approach to express ideas, and get information from others. Additionally, the teacher can evaluate students' performance in the lesson using this task. According

to Harmer (2001:116), speaking exercises provide teachers a good picture of how well their pupils are doing in class. Nunan (1999: 39) contends that conversing in the target language is a sign that students have learned the material well. In other words, the effectiveness of a learning process can be evaluated by listening to how well students communicate. In conclusion, speaking abilities are crucial for reaching learning goals, particularly while learning a foreign language.

Therefore, students at SMP 1 Muhammadiyah Medan, one of the best schools in Medan, should be able to give presentations in English at least for English-related classes given that they are aware of the value of speaking activities. This is due to the significance of presentations in the teaching and learning process. Teachers can teach students new information through the presentation, and students can teach their friends new information. Students will learn how to speak or communicate effectively and systematically during the presentation, in both formal and informal contexts. Additionally, presentations are a kind of communication that also calls for pupils to be able to speak in front of an audience. This can be a provision for students who are prepared to work as trustworthy educators in the future, when it will be necessary for them to be able to verbally articulate their thoughts and knowledge.

Based on preliminary data, the researcher discovered that there are still a variety of reasons, including fear, that make it difficult for pupils to talk, particularly during English presentations. Based on observation made when the researcher followed presentations in classes that used English, the researcher discovered anxiety symptoms in SMP 1 Muhammadiyah Medan's grade 8 class,

including difficulty focusing, apprehension, and going blank. That is evident from the still-low level of presentation participation. The presentation process involves only a select group of pupils. Most of them displayed anxious expressions and exhibited no interest in studying. Not only that, the researcher also found that from among 4 English skills, speaking was the ability with the highest level of anxiety experienced by students during the learning process. Researcher also made some interview with English teacher to get more information.

*Table 1. 1 Preliminary Data*

<b>RESEARCHER</b>	<b>TEACHER</b>
<p><i>Apa saja kendala yang mam alami selama mengajar bahasa Inggris di kelas?</i></p> <p>(what are the obstacles that you face during teaching in the classroom?).</p>	<p><i>Minat belajar yang masih cukup rendah sekitar 45% dari seluruh siswa.</i></p> <p>(the lack of students' interest is around 45%).</p>
<p><i>Apakah mam menemukan kesulitan dalam mengasah kemampuan siswa berbicara Bahasa Inggris dalam presentasi di depan kelas?</i></p> <p>(do you find any difficulties to hone students' ability to speak English in front of the class?)</p>	<p><i>Tentu saja, siswa terkadang kehabisan kata kata saat mempresentasikan sesuatu. Mereka juga tidak jarang merasa malu karena takut jika melakukan kesalahan dalam pengucapannya. Oleh karena itu, saya harus berusaha lebih keras dalam meningkatkan kosa kata yang mereka miliki dan melatih kepercayaan diri mereka tentunya.</i></p>

	<p>(absolutely, sometimes students run out of words when presenting something. They also often feel embarrassed because they are afraid if they make a mistake in pronunciation. Therefore, I have to try harder to improve their vocabulary and train their self-confidence, as well.</p>
<p><i>Apakah mam pernah menemukan ekspresi atau gestur yang menandakan bahwa siswa tersebut sedang gelisah atau cemas ketika mendapat tugas presentasi dalam bahasa Inggris?</i></p> <p>(Are there any expressions or gestures shown by the students such as restless or anxious when get the task about presenting their task in english?).</p>	<p><i>75% Siswa mengalaminya dengan banyak ekspresi, mulai dari melihat ke atas ruang kelas atau melihat ke arah teman, masih didominasi gerakan fisik, tetapi juga ada banyak siswa yang menunjukkan kecemasan secara mental.</i></p> <p>(75% Students experience it with many expressions, starting from looking up the classroom or looking at friends, still dominated by physical movements, but there are also many students who show anxiety mentally.).</p> <p><i>siswa juga masih mengalami kesulitan dalam menyampaikan hal yang mereka ketahui saat presentasi bahasa Inggris.</i></p> <p>(the students also feel difficult</p>

	to deliver their idea during presentation).
<p><i>Menurut mam, apa yang menyebabkan siswa merasa cemas dalam presentasi Bahasa Inggris?</i></p> <p>(in your opinion, what are the causes students to feel anxious when giving an English presentation?)</p>	<p><i>Saya rasa, mereka kekurangan waktu dalam mempersiapkan apa yang akan mereka sampaikan dketika presentasi. Selain itu, mereka juga masih memiliki sedikit sekali kosa kata Bahasa Inggris.</i></p> <p>(I think, they don't have enough time to prepare what will they present in front of the class. Beside that, they also still lack of vocabulary.</p>
<p><i>Diantara 4 kemampuan dalam bahasa Inggris, kemampuan apa yang paling tinggi tingkat kecemasannya yang dialami oleh siswa?</i></p> <p>(among 4 skills that should be mastered in english, which skill that has the highest anxiety experienced by the students?)</p>	<p><i>Hmm saya rasa kemampuan berbicara, karena aktivitas berbicara akan dilakukan di depan kelas dan teman temannya juga menonton, jadi mereka akan merasa takut salah</i></p> <p>(hmm i think speaking skills, because sometimes speaking activities will be carried out in front of the class and their friends will also watch, so they may feel afraid of being mistake)</p>

Based on the data above, show that students have a high level of anxiety when giving presentations in English. When students are given an assignment to

present in front of others or the class, they may experience anxiety for a number of reasons.

As stated by Horwitz (1986), anxiety is a factor that negatively affects students capacity to learn a foreign language. Sukma (in Liu 2006: 13) asserts that worried pupils are less likely to engage in speaking classroom activities. As a result, a presentation's intended message cannot be successfully communicated when students are unable to actively participate in it.

Anxiety is characterized by unease, worry, apprehension, and fear, as defined by Charles & Laura (2010:9). Worried students might pause in the middle of their presentations, which will have an impact on how smoothly they run. As a result, students won't be able to complete the necessary learning objectives. Students will surely have a very serious problem if worry is an ongoing aspect of learning a foreign language. Investigating this circumstance that causes anxiety in English performance, particularly in class presentations, is vital. It is crucial to understand the causes of students' anxiety during class presentations in light of this logic. In response to the difficulties raised by the students, the researcher is eager to examine the students' presentation-related anxiousness. Thus, the researcher takes the title "*Students Anxiety of Oral Classroom Presentation at Grade 8<sup>th</sup> in SMP Muhammadiyah 1 Medan*"

## **1.2. The Problems of the Study**

Based on the background above, the researcher formulates the problem statements as follows :

1. What are the aspects of students' anxiety to speak in oral classroom presentation?
2. Why do the students' feel anxiety during oral classroom presentation?

## **1.3. The Objectives of the Study**

This study aimed:

1. To analyze the aspects of students' anxiety in oral classroom presentation.
2. To discover the causes why students' feel anxious in oral classroom presentation.

#### **1.4. The Scope of the Study**

There are several restrictions in this research because of the researcher's capacity and time constraints. First, the researcher only looked at the 18-student presentations in the 8 T4 classes at SMP Muhammadiyah 1 Medan. Second, the researcher confines this study, which focuses on studying students' anxiety in their activities during English class at SMP Muhammadiyah 1 Medan's 8 T4 class, by examining presentations concerning how students learn English and their experiences.

#### **1.5. The Significances of the Study**

The findings of the research expect to be advantageous and can give a contribution theoretically and practically:

- 1) Theoretically: Through this study, the researcher can add new knowledge about the aspects that influence students' anxiety and causes why do students face the anxiety. With this study it is also useful for researcher not only to improve analyzing skills but also reading skill.
- 2) Practically:
  - a. For students through this study, students can increase their knowledge about the aspects that influence their anxiety and why do they feel anxious in English classroom presentations.
  - b. Through this study, teachers can learn more about the aspects that of anxiety that students faced during oral presentation. The researcher expects that by making teachers aware of these aspects, students' anxiety while learning English, particularly during presentations, will be reduced..