

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of the Study**

In this industrial revolution 4.0 era, communication and foreign language skills, especially English, are needed by everyone because this era requires everyone to be able to communicate in English to prepare for competition in this nation. Communication can be referred to as the activity of sharing information between two or more people. This communication activity can be done orally, making it easier for both parties to understand each other. Meanwhile, the position of English in Indonesia is still regarded as a foreign language rather than a second language. The fact is that we, as citizens of Indonesia, do not utilize English as our daily communication tool. Although English does not play a prominent role in Indonesia, English is still considered as a foreign language that must be mastered because English plays an essential role in various areas.

In the field of education in Indonesia, English is one of the courses that must be given to students. According to Permendikbud no 69 of 2013, the senior high school curriculum includes English as a part of its curriculum framework. It means that senior high school students are required to learn English. In learning English, there are various components that must be mastered such as listening, speaking, reading, and writing. Nunan (1991) states that speaking is one of the most crucial components of learning a foreign language. Thus, every student is required to be able to communicate in English since English is so important in comparison to other

languages due to the rising demand for English competence, particularly in work (Handayani and Rahmawati 2017).

On the other hand, speaking has been highlighted as the most anxiety-inducing ability in acquiring a foreign language (Ozturk and Gurbuz 2013). Therefore, speaking English is still a challenge for students in school. Since students live in an EFL environment, they do not utilize English much in their daily life. Tanveer (2007) argues that living in that environment will result in a lack of language development such as the lack of opportunities to speak in the target language. Living in an EFL environment makes students only can improve their speaking ability in the classroom, but they also rarely use this opportunity to develop their speaking ability. It happens because students are hesitant to speak in front of others. Horwitz, Horwitz, and Cope (1986) discover that students do not feel comfortable speaking in front of their friends or teachers. Because of that, they may feel anxious and under pressure, if they are asked to speak in English in the classroom.

Anxiety is not the same as ordinary fear. Fear is a reaction to a terrifying stimulus that is happening right now and the object is obvious, meanwhile, anxiety is an emotion and worry that have no obvious object and unpleasant (Santrock 2007). Barlow and Durand (2008) assume that anxiety is a negative emotional condition characterized by body signs of physical tension and also concern about the future. Moreover, Santrock (2007) claims that the characteristics of anxiety may be seen in someone's behavior such as sweating, trembling, heart pounding, and difficult to concentrate.

In learning a foreign language, anxiety may arise in students. Indrianty (2016) states that, in attempting to develop proficiency in a foreign language, the learners have several obstacles, one of them is language anxiety. Language anxiety is a form of anxious that will only come in situations when the learners learn a foreign language (Horwitz, Horwitz and Cope 1986). Moreover, they also claim that there are three possible roots that can cause language anxiety, namely, “communication apprehension, test anxiety, and fear of negative evaluation.”

MacIntyre and Gardner (1994) have a similar statement that say language anxiety is also a state of concern and fear that is usually connected with the usage of a foreign or a second language. Anxiety also can be classified into several levels. According to Yaikhong and Usaha (2012), there are three levels of anxiety, namely: low, moderate, and high. Acquiring English will be easier if students are less anxiety, because students with less anxious are frequently unconcerned about what others think. It differs from students who suffer from high anxiety, they are always worried about what others say, even if those statements may not always represent reality.

Language anxiety in the classroom throughout the learning process has been identified as a substantial influences on foreign language acquisition (Horwitz, Horwitz and Cope 1986). Moreover, language anxiety has a detrimental impact on the input and output of language acquisition. Ansari in Sumarsono and Bagis (2021) assumes that students with language anxiety prefer to avoid participation in acquiring language by staying quiet, not paying attention to the teacher, and sitting in the back seat. Due to the Covid-19 pandemic, all of the learning activities are

conducted online. Even though the activity of learning is conducted online, students still have the anxiety to talk in English. They rarely engage in English class, because they know that they have to talk in English. The students also frequently refuse to speak in English and prefer to leave the class immediately. Therefore, students with language anxiety might be difficult to generate the target language successfully in class (Buhari in Sumarsono and Bagis, (2021). Language anxiety also has a significant influence on students' self-confidence since it causes students to feel failure when they are unable to speak in a classroom (Gardner, Tremblay and Masgoret 1997).

This phenomenon prompts the writer to uncover senior high school students' language anxiety. As Chao in Zheng (2008) claims that studies on language anxiety in acquiring a foreign language may serve language teachers in gaining a better view of language learning from the perspective of the students.

In learning a speaking skills, students are required to engage several speaking classroom activities. According to Harmer (2007), there are five types of oral activities in the classroom which are utilized to assist the students enhance their speaking abilities, they are: communication game; speaking exercises such as explaining, simplyfying, predicting. Then, story telling; oral exercise which is retelling some stories as a communication tools. Next, discussion; an oral exercise that need a group interactions, for instance a debate. Role play which asked the students to do a dialogue or play a drama. And the last is prepared talks where students should deliver a presentation on a topic their choosing.

This study is concentrated on students' anxiousness when giving a presentation in front of others. In this case, presentation activities are grouped into 2 types, namely individual presentation and group presentation. Individual presentation are speaking activity in front of the class in which a student conveys the results of the assignment given by the teacher and other students can respond by asking questions or expressing opinions about the results of the assignment that have been conveyed. Meanwhile, group presentations are speaking activities in front of the class in which students in groups express the result of the assignment given by the teacher and other groups can respond to the results of the assignments that were presented.

The preliminary study has been done in SMA Negeri 1 Sidoarjo to discover the condition of tenth-grade students there. According to preliminary research that has been carried out by the writer, several high schools in Sidoarjo only emphasize students' reading ability in learning English. In contrast to SMA Negeri 1 Sidoarjo, in that school, language skills such as writing, listening, reading, and speaking are also taught fairly. In learning a speaking skill there, the students are frequently asked to do a presentation where the presentation is included in the speaking activity which is prepared talks. It can be said that a presentation is similar to oral activity. Presentation is comprised of two main activities. The first is orally presenting some topic, and the second is a question and answer session. A presentation plays a significant role in teaching-learning process. Students may share their knowledge or ideas with their friends through a presentation. The goal of holding a presentation in the class is to determine the students' speaking competence in English.

By observing the students, the writer discovered that the tenth-grade students at SMA Negeri 1 Sidoarjo exhibit symptoms of language anxiety. Students went blank and tremble when they have to speak in English. They also often used filler words like “hmm or uhh” because they were unable to express what they knew. Some students also said that they chose to remain silent when they were asked to express their opinion or answer questions from their teacher because they were fearful of making a mistake and appear to be uninteresting in engaging in the teaching-learning activity. Some students also chose to avoid English class.

It is highly recommended to measure the level of students’ speaking anxiety since it may help students understand the levels of their anxiety and what the root causes of their anxiety. It may also give information to English teachers in order for them to create effective ways for overcoming students’ speaking anxiety. As a research conducted by Agustina (2019) using FLCAS questionnaire, the result was that English department students of Airlangga University experienced a moderate level of speaking anxiety. Furthermore, Handayani, Rozimela, and Fatimah (2020) found that English department students in Universitas Negeri Padang experience a higher anxiety levels. It is shown by 68,85% of the students who claimed that they had speaking anxiety. Andriyani (2020) in her qualitative study, found that majority of what causes students’ anxiety is learners’ belief about language learning, and the best way to reduce their anxiety is by preparing before they speak. Then, research conducted by Rachmawati and Jurianto (2020) found that 53,5% of students suffer from medium degree of anxiety. This study also discovered that students’ anxiety had negative impacts on their speaking achievement.

The phenomenon of speaking anxiety might happen in every gender. Studies conducted by Ozturk and Gurbuz (2013); Karatas, et al., (2016); Park and French (2013); and Razak et al., (2017), analyzed the differences between women and men speaking anxiety levels. Karatas, et al. (2016), and Park and French (2013) utilized “Foreign Language Classroom Anxiety Scale” (FLCAS) in their research to evaluate the differences of speaking anxiety levels between men and women. The result shows that women experience a higher degree of speaking anxiety than men.

Foreign language anxiety research is quite abundant. However, research on public speaking anxiety in the context of oral presentation, speech, public speaking in broadly, and debate is still under research. Therefore, the focuses of this study are to investigate level of students’ anxiety and also the possible root causes of students’ anxiety in English presentation activities at tenth-grade students in SMA Negeri 1 Sidoarjo. Considering the effect of presentation in carrier and academic.

Hence, it is necessary to conduct a research to assist students cope with their anxiety. This study also applies a different research instrument by Yaikhong and Usaha (2012); “Public Speaking Class Anxiety Scale” (PSCAS) which offers a possible variable in root causes of speaking anxiety, which is comfort in speaking English. Thus, the results of this study may differ from those of previous studies and provide new insight on English teacher. This research contributes to the field of Teaching English as a Foreign Language (TEFL) and falls under the category of applied linguistics. Furthermore, Horwitz, Horwitz, and Cope’s (1986) theory was utilized in this research. As a result, this research is intriguing because it investigates the genuine situation of tenth-grade students in SMA Negeri 1 Sidoarjo

who may suffer from foreign language anxiety, which may impair their capacity to communicate in English.

## **1.2 Statement of the Problems**

From the phenomena described above, the writer addressed these two questions:

1. What are the levels of students' anxiety in English presentation activities at tenth-grade students of SMA Negeri 1 Sidoarjo?
2. What are the root causes of students' anxiety in English presentation activities at tenth-grade students of SMA Negeri 1 Sidoarjo?

## **1.3 Objective of the Study**

The objectives of the study are as follows:

1. To find out the levels of students' anxiety in English presentation activities at tenth-grade students of SMA Negeri 1 Sidoarjo.
2. To explore the root causes of students' anxiety in English presentation activities at tenth-grade students of SMA Negeri 1 Sidoarjo.

## **1.4 Significance of the Study**

As previously stated, the goal of this study is to find out the level and root causes of students' speaking anxiety in English presentation activities. Therefore, theoretically, this study is intended to contribute to the linguistics study, especially

in the teaching English as a Foreign Language, particularly on foreign language anxiety analysis.

Practically, the writer hopes that this research may be an additional information about foreign language anxiety especially in speaking skill so that English teachers can gain a better view of learning a language from the perspective of the students and English teachers can develop an appropriate teaching method to help students decrease their anxiety. Secondly, it is expected to be references for students to determine their personality and detect the reason of speaking anxiety that happened in them, so they might be gradually encouraged to enhance their self-confidence.

### **1.5 Definition of Key Terms**

**Presentation** : In general, a presentation is when someone gives a speech in front of other people or audience. A presentation is the process of conveying information to an audience about some topic in structured way (Ma'mun, 2018).

**Anxiety** : According to Brown (2007), anxiety is an emotions of fear, worry, discomfort and stress. In addition, anxiety from psychologists' view refers to a person's feeling of worry, upset, and frightened because of an object that is only linked to them (Hilgard, Atkinson, and Atkinson in Scovel, 1991).

EFL Learners : The term EFL here refers to “English as a Foreign Language”. So here means that EFL learners is someone who learn English language which it is not their first or second language. (Harmer 2007)

Foreign Language Anxiety : Horwitz, Horwitz, and Cope (1986) stated that FLA is a type of anxiety that will only come in situation when the learner learn a foreign language.