

CHAPTER I INTRODUCTION

1.1 Background of Problem

English as a Foreign Language (EFL) learners and teachers are those who are learning or teaching English while living in a community where English is not spoken as a first language. Many learners express their inability and sometimes even acknowledge their failure in learning to speak a foreign language. These learners may be good at learning other skills but, when it comes to learning to speak another language, they claim to have a 'mental block' against learning a foreign language, cited in Horwitz (1986:125).

In teaching and learning process, the lecturer always gives assignments. One of them is Making a paper and then the students are presenting the paper in class to deliver in front of Others. In presentation performance, the important skill that should be prepared is self confidence and students' speaking competence. Every student has different psychological condition, any student can speak confidently in front of the class and there are also students who can not speak because they are shy and nervous.

Emotion and physic stress can cause the students feeling of anxiety. Students may have anxiety reaction which interfere their ability to perform successfully in a class. Many people often said that speaking is an anxious activity especially when students should speak in front of class and speaking is the most anxiety-provoking language skill in foreign language

in learning situation, (Horwitz, 1986:125). And also students don't have bravery to speak in front of others because of their high self – consciousness , {Horwits in

Krashen (1982) cited in Mayangta (2013). It means that students are anxious to perform in front of class.

Everyone sometimes experiences anxiety in various levels. It relates a pattern of physiological and psychological reactions like feeling of stress and emotions. It is considered as an uncomfortable state creating avoided behaviors. It can also be defined as a specific emotion necessary for an individual to prepare himself for potential danger and threatening situations.

In many cases, students' feeling of stress, anxiety or nervousness may inhibit their language learning and performance abilities when the presentation will be started. We recently find the utterance “ *I feel my heart beating very fast to face this presentation*”, the condition certainly will be influencing their performance in front of class. Mussen et al (1974) cited in Abderrezzag (2010:4) concluded that, “Anxiety is not a pathological condition itself but a necessary and normal physiological and mental preparation for danger anxiety is necessary for the survival of the individual under certain circumstances. Failure to apprehend danger and to prepare for it may have disastrous results”.

Many sources can cause anxiety situation in students' psychology. This situation happens because of many factors, one of the reason is the students unconfident to speak in front of others. So, anxiety can seriously inhibit the ability of concentrating and deals with things in positively and anxiety is one of the most influencing factors as an obstacle in their presentation performance, the anxious students may have difficulty in transferring knowledge and information in presentation performance.

This research proposed to describe of students' anxiety in presentation performance and analyze levels of each anxious students, then the factors which can cause their anxiety then what they have done in decreasing their anxiety. The writer chose 3rd semester of English department in FKIP UIR as a object of research with reason that they have many experiences from 1st until 6th semester in present their assignment especially presenting a paper. However, as writer's question, are their experiences can be able to helps them to reduce their feeling of anxiety in presentation performance when they are in 3rd semester. Therefore, the writer conducts a research with a title A STUDY ON STUDENTS' ANXIETY ON PRESENTATION PERFORMANCE IN TEACHING LEARNING PROCESS OF THE 3rd SEMESTER STUDENTS IN ENGLISH PROGRAM AT FKIP UIR.

1.2 Identification of the Study

In many cases, students' feeling of stress, anxiety or nervousness may in hibit their language learning and performance abilitieswhen the presentation will be started. We recently find the utterance “ *I feelmy heart beating very fast to face this presentation*”, the condition certainly will be influencing their performance in front of class. Mussen et al (1974) cited in Abderrezzag (2010:4) concluded that, “Anxiety is not a pathological conditionitself but a necessary and normal physiological and mental preparation for danger anxiety is necessary for the survival of the individual under certain circumstances. Failure to apprehend danger and to prepare for it may have disastrous results”.

1.3 Limitation of the Study

In order to avoid misunderstanding in interpreting of the problem, the writer would like to limit the scope of the study to the levels of students' anxiety, the source of anxiety and the strategies which are used on presentation performance to reduce their anxiety in learning English as a foreign language.

1.4 Formulation of the Research

In order to get better order on discussing of the study, the writer would like to compose research problem as follows:

1. What are the levels of students' anxiety on presentation performance in learning process?
2. What are the factors or sources of anxiety which appear in their performance?
3. What are students' strategies to reduce their anxiety in presentation performance?

1.5 Objective of the Research

In order to get better order on discussing of the study, the writer would like to compose objectives of the study as follows:

1. To know the levels of students' anxiety on presentation performance in learning process.
2. To find out of factors or sources of anxiety which appear in their performance.
3. To find out the students' strategies to reduce their anxiety in presentation performance

1.6. Significance of the Research

1.6.1 Theoretical

- a. The result of the study can be used as input in English teaching process especially about the teacher's role in English teaching.
- b. The result of the study can be used as the reference for those who want to conduct a research in English teaching learning process.

1.6.2 For the teacher

This research result can be used as references and information for the teacher about students' anxiety levels, the factors that can cause of anxiety and help them to find the strategies for reducing their anxiety during presentation performance, so that the teacher can create the relax atmosphere to her students to be confidence in presentation performance during teaching-learning process.

1.6.3 For the students

The result of this research can motivate the students to use strategy for reducing their Anxiety in their presentation performance during teaching- learning process. This study provides a lot of information about anxiety that faced by student in English presentation in the real situation classroom context.

1.6.4 For the researcher

This research can develop the writer knowledge about students' anxiety on presentation performance in English learning as a foreign language.

1.7 Definition of the Key tems

To make easy and understand in discussing more about the title, the writer wants to explain the meaning of the title at glance. It consists of two main terms which are necessary to explainer. As follows:

1. Student.

student is a person who attending an educational institution a high school or college; one studying anything one devoting to systematic study .

Student is a person who studies as a college, polytechnic or university: boy or girl attending school, anyone who studies or who is devoted to the acquisition of knowledge, cited in Handayani (2007:4).

2. Anxiety

“Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object”, (Hilgard, Atkinson, & Atkinson, 1971 cited in Scovel, 1991: 18 in Tanveer, (2007:5).