

## **Chapter One**

### **Introduction**

This chapter presents the introduction of the study. There are several important points explained in this chapter. It provides background of the research, statement of the problem, the limitation of the study, the research question, the objectives of the study, and the significances of the study. In the last part of this chapter, the researcher explains the outline of this research.

### **Background of the Research**

The presentation is one of the students' communication in front of the class in explaining their ideas. In the learning process, the students not only get information but the students also give the information to others. Besides, the purpose of the presentation is to train students' ability to communicate and practice in giving explanation to lecturer and other students. Likewise, not all students are able to do presentation in front of the class. Apollo (2007) said that feels anxious to communicate in front of the class in a variety of individual. Thus, the students who experience anxiety in the presentation assumed that presentation in front of the class is scary thing which they face during the learning process.

In addition, Chang and Chen (2004) said that negative anxiety in second language or foreign language has an influence on the perception that second or foreign language classes. Anwar (2009) defined that in relationship between self-efficacy and anxiety in presentation the students of the Faculty of Psychology, University of North Sumatra found that the effect of self-efficacy on anxiety in presentation was 44,9%. This percentage shows that self-efficacy has considerable influence on one's anxiety in presentation. Based on the research experience, it is not easy to master speaking English in front of the class because English is a foreign language for Indonesian learners. According to Ansari (2015) some students are

afraid of speaking English in presentation because they are afraid of making mistake in term of grammar.

The purpose of this research is to provide clarity about students in experiencing anxiety towards communication process. The researcher hopes that this research will provide solutions to overcome students' anxiety in the presentation process. Based on my experience during my study at English Language Education Department (ELED) of Universitas Muhammadiyah Yogyakarta (UMY), presentation is a method often used in the learning process. Besides, based on my observation at ELED of UMY faced the problem and difficulties in doing individual presentation. Also, the students may have negative judgements including fear of mistakes, unconfident, classroom environment, and lack of preparation. Therefore, regarding the phenomena mentioned, the researcher is interested in investigating Student's Anxiety during in-class Individual Presentation. Additionally, this study may help students and others related to handle the classroom presentation better in terms of anxious feeling.

### **Statement of the Problem**

Presentation is one of the communication that requires students to be able to communicate in front of the class in order to convey their ideas. But not all students can do the presentation in front of the class which can hamper the learning process. Also, the students who have the anxiety during presentation in front of the class will face difficulty in conveying the ideas. This problem usually appears once speakers assume their oral performance to be wrong or incomprehensible (Brown, 2001). The students think presentation are more difficult to deliver rather than having to complete an essay or report for an assignment. Also, the students are aware that they cannot help feeling the anxiety which can result in depression, distress, and frustration (Pertaub, Slater, and Carter, 2001).

Based on the research by Hidayati (2011) said that caused anxiety by several aspects such as self-perception, talking in front of the class, afraid of being laughed, and lack of preparation. The problems were some students got difficulty in showing their opinions in front of the class, some students felt anxious to answer teachers question or some students were shy because of their pronunciation were not good. For more detailed explanation, each aspect is explained in the chapter two.

### **Limitation of the Problem**

In this research, the writer limits the discussion about the causes of students' anxiety in classroom presentation at ELED of UMY batch 2018 only. This research focuses on knowing what the causes of students' anxiety in classroom presentation.

### **Research Questions**

This research is intended to answer the following questions:

1. What are the causes of the students' anxiety in classroom presentation?
2. What are students' strategies to handle their anxiety in classroom presentation?

### **Objectives of the Research**

Based on the research questions, the objectives of the research are:

1. To identify the causes of the anxiety in classroom presentation at ELED of UMY.
2. To discover students' strategies to face anxiety in classroom presentation at ELED of UMY.

### **Significances of the Research**

The aim of this research to give positive advantages for the students, lecturers, and other researchers.

**Students.** This study will discuss the information related to students anxiety in classroom presentation that might give the good contribution for the students' anxiety. This investigation to give a better understanding of the issue of anxiety in foreign language

learning. Also, the information of this research can be an evaluation for the students to face the anxiety in doing presentation in classroom activity and the recommendation to use the strategies found in this research.

**Lecturers.** The lecturer will be able to improve teaching English better to discover factors on how teachers' teaching can contribute or help reduce anxiety. Besides that lecturers can give information or discussion of the class before classroom presentation that students can improve presentation skill without feeling anxious through the strategies determined. Besides, this research can be useful for the lecturers as a reflection to their teaching.

**Researchers.** Conducting this research, other researchers can know the anxiety causes and the strategies to face anxiety in classroom presentation. Besides, the other researchers can use the findings of this research as the theoretical overview of further research on the same topic and might become recommendation of further research. Therefore, by conducting this research, it can also encourage the researchers to conduct the researches related to the same area of this research.

### **Outline of the Research**

This research is divided into five chapters. Chapter one is introduction which consists of background of the research, identification of the problem, limitation of the study, research question, objectives of the study, and significances of the research. Besides, chapter two will discuss about literature reviews. In this chapter, it includes the definition of presentation, definition of anxiety. The causes of students' anxiety in classroom presentation, strategies of students' anxiety in literatures conceptually. Also, reviews of related study are discussed in this chapter. In the chapter three, it discusses the methodology used by the researcher in this study. There are four sections namely research design, research setting and participants, data collection method and instrument, and data analysis. Several theories are also included in this

chapter to support the methodology in this study. Chapter five discusses about the findings and discussion of the research. Thus, in the last chapter of this research, it presents the conclusion and the recommendation of the research.