

CHAPTER I

INTRODUCTION

A. Background of Research

One of the famous phenomena which exist in the foreign language classroom is anxiety. Anxiety will become a main trouble with education subject, such as in the foreign language classroom and its desires to be overcome. Students' English speaking anxiety while is a major problem as it can affect students' skill. The students can go through anxiety in a few occasions. One of the conditions which may be a source of anxiety is while the students have to speak English. Many students are especially anxious to participate in speaking activities.¹ Speaking get to be the major impact of language learners' anxiety and speaking skills are important things to learn, basically they are required to be able to speak the language to be practiced well.

Many anxiety-provoking factors identified by the students seem to be caused by different speaking activities in a language class. For example, State that anxiety typically emerges when speakers need to provide an open discourse or connected with a stranger/foreigner they are anxious of being humiliated by others. Communication demonstrates interpersonal communication uneasiness, and fear of negative judgment reacts to stress almost being esteemed adversely by others.²

According to the alumnus of the Nusantara Unggul Senior

¹ Widya Kusuma Wardani, "The Characteristics of Anxious Students in Speaking Class," *Journal of Foreign Language Teaching and Learning*, Vol. 3, No. 2 (2018), 61.

² Fatemeh Nemati, "Investigating Foreign Language Enjoyment and Public Speaking Class Anxiety in the EFL Class : A Mixed Methods Study Shahrekord University Keywords : EFL Learners, EFL Classroom, Foreign Language Enjoyment, Public Speaking Class Anxiety Emotions", *Journal of Teaching Language Skills*, Vol. 39, No. 1 (2020): 122.



High School, there are still many students who are not confident in speaking English, especially in the classroom. Even usually the boarding school every certain day speaks English, but it will not be practiced well. This is proof that even though the school implements an "English day" system (certain days speak English) it does not guarantee that students are confident when speaking English in the classroom.

Therefore the researcher applied the self-regulated presentation method can help minimize students' anxiety in speaking English in classroom. Because SRL processes are seen as "the processes whereby students activate and sustain cognitions, affects, and behaviours that are systematically oriented toward the attainment of personal goals". In Zimmerman's illustrate, understudies start with a considering ahead organize in which they make plans, set destinations and dismember the task they are orchestrating to work on.³ Of course, it needs appropriate arrangement that can be conducted beside lesson arranges and other instructing instruments. This strategy offers understudies an choice to practice speaking classroom particularly explaining skills. With its preferences and challenges, this consider attempts to apply the Introductions method to discover out its viability on students' explaining skill, the ability that ought to be used by anybody particularly teacher, among in English lesson.⁴

Furthermore, by using this presentation method, students can discuss to exchange ideas, prepare the material before doing the presentation, such as making scripts and practicing acting out. It is

³ Olga Viberg, Mohammad Khalil, and Martine Baars, "Self-Regulated Learning and Learning Analytics in Online Learning Environments: A Review of Empirical Research," *ACM International Conference Proceeding Series*, (March, 2020), 525.

⁴ Lulut Widyaningrum, "Pecha Kucha : A Way To Develop," *Vision: Journal for Language and Foreign Language Learning*, Vol. 5, No. 1, (April, 2016): 58.



believed that it can increase students' engagement, be able to think critically by asking questions and giving opinions, help students' accustomed to speaking English, active in learning, of course the presentation method it can help the students' to minimize speaking classroom anxiety.

B. Focus of the Study

Based on the background of study above the study, the researcher focus on students' speaking classroom anxiety. The observation and questionnaire that were used in the study focus the self-regulated presentation method to minimize students' speaking classroom anxiety at eleven grade of Senior High School.

C. Research Questions

Based on the focus on study above the researcher have a statement of problem the following :

1. How are the students' anxiety before using the self-regulated presentation in the classroom?
2. What are the factors influence students' speaking anxiety at eleven grade of Senior High School?
3. How does self-regulated presentation minimize students' speaking classroom anxiety at eleven grade of Senior High School?

D. The Aims of the Study

The aims that the researcher expected from the research are :

1. To know the students' anxiety before using the self-regulated presentation in the classroom.
2. To know the anxiety factors of students' speaking classroom



at eleven grade of Senior High School.

3. To find out how the self-regulated presentation minimize students' speaking classroom anxiety at eleven grade of Senior High School.

E. Significance of the Study

The result of this study is expected to be useful for :

a. The Students'

The self-regulated presentation method is hopefully able to minimizing students' speaking classroom anxiety, and this study will be a reflection for the teachers to teaching and student will feel fun, good mood, in the class.

b. The Teacher

The self-regulated presentation method is interesting and is expected to inspire students in English classroom. It can support and motivate other teachers to create new ways of teaching in the learning process. So that learning activity will not be monotonous and encourage student learning.

c. The Researcher

The research expected to be a Professional Teacher and it can be used to improve her experience in teaching English by using self-regulated presentation in minimizing students' speaking classroom anxiety and it is expected the result of this study can be reference for other researcher who want to



conduct research with the same problem.

F. Previous of Study

The researcher takes some previous study as a reference. Those previous studies are :

1. *Pengaruh Anxiety Dalam Speaking Activities* by Dewa Ayu Ari and Putu Ayu Paramita

This research aims to observe and investigated the effect of correlation between self-anxiety and English speaking ability in class X IA SMAN 1 Blahbatuh. In this study shows that of the four factors the cause of their lack of performance in speaking the language in English, the subject of this study chose the categories of communication anxiety, fear and judgment negativity from others and anxiety about facing examstest. The results of this study provide contribution in the field of language teaching is seen from students' affective factors, especially self-anxiety factors during language learning.

2. *English Speaking Anxiety in Language Learning Classroom* by Asti Gumartifa and Indawan Syahri

This study explains the significance of effective communication in English as a foreign language. This study additionally offers a possibility to degree the effectiveness of teaching and mastering English speaking competencies in advance in the process, which could increase students' self assurance and reduce students' tension in speaking competencies. The majority of research findings proven that students have troubles even as they've a group of



vocabulary of their faces however discover it difficult to mention them. Furthermore, a few students were determined that lack confidence or that experience nervousness, worry, and anxiety.

Therefore, to overcome all the problems that existed in the previous study the researcher used the self-regulated presentation method to minimizing students' speaking classroom anxiety.

