

CHAPTER I

INTRODUCTION

A. Background of the Study

According to Achmad Tauhid has stated “Language has an important role in human life, basically as a means of communication. Language is primarily an instrument of communication among human being in community”¹. It means that people use language as means of communication to build relationship among human being to express their feeling, ideas and knowledge, a process where people are involved in interaction.

According to Lem Kristin has stated “Language is an important part of how humans communicate with each other. Language as a tool for communication takes an important role in daily activities”². Communication is a foreign language is a bridge to get information, knowledge and culture. Every country should realize that they have to master international language especially for English.

English is an effective language to communicate with other people around the world who have different languages. However, it should be a standard language that could be used to communicate among different countries. It is also used in the spoken and written forms in all field of science. As an International language,

¹ Achmad Tauchid, “*In Search of Adress Terms In Novel*” In Loquen English Studies Journal, Vol. 11 No. 2 (2018), 15.

² Lem Kristin, LeahD, Miller&Tenema M, *Teaching Reading To English Language Learners* (New York: Cambridge University Press,2002), 210.

English has been used in many countries over the world as means of their International contact.

English is one of important subjects taught to students besides the other primary subjects at school. It is the first language studied in many countries either as a second or foreign language. The Indonesian government explicitly emphasizes that the aim of teaching and learning of English in Indonesia is to make the students do something good with English. Many skills in English, one of them is speaking.

Speaking is one of the English skills that is very crucial to be learned by the non-native learners³. So it will be based on how well they speak and get new information and how well they learn. Students must have good skills in speaking in order to be successful in communication and relation with other people around them.

But in fact, many students get anxious when they are faced on speaking. They confess that actually, they have gotten the ideas in their mind, but they feel difficult to express it orally. It is caused whether by being nervous, confused because of less vocabulary, shy or other factors. Most of them always get anxious when they are asked by teacher to speak in front of the class.⁴

³ Agnes Maria Diana Rafael, “*Analysis on Pronunciation Errors Made By First Semester Students of English Department STKIP CBN*”, In *Loquen English Studies Journal*, Vol. 12 No. 1 (2019), 1.

⁴ Lie, *Differences in the Learning Anxieties Affecting Collage Freshman Students of EFL*, (Taiwan: Chienkuo Technology University,2000), 169.

In learning English speaking, the students often find some problems. The problem frequently found is the lack of motivation to practice the target language in daily conversation. There are also too shy and afraid to take part in the conversation. Many factors can cause the problem of the students' speaking skills namely the students' interest, the material, and the media among others including the technique in teaching English. Many techniques can be applied including story telling because many research finding say that this technique is effective to use in teaching speaking.

There are many skills in learning English and the one important skill is speaking, because speak English is not easy, sometime it depend on their confidence, if they have good confidence, maybe they more easy and quick to improve their speaking skill. Beside that, speaking in daily activity also can be a method to improve speaking skill.

But there are still many students' who feel anxious, when they are in command for storytelling in front of her friends. So that can be the references for the researcher to analyze students' anxiety while storytelling.

B. Research Questions

The researcher in this research eager to identify:

1. What extent mostly are students anxiety in storytelling of students at 10th grade MA Kulni Cikande?
2. What are the levels anxiety at 10th grade MA Kulni Cikande?

3. What are the causes of students anxiety in storytelling at 10th grade MA Kulni Cikande?

C. Objectives of The Study

The main aims of this research are as follows:

1. To identify extent mostly are students' speaking anxiety in storytelling of students at 10th grade MA Kulni Cikande.
2. To identify levels anxiety at 10th grade MA Kulni Cikande
3. To find out the causes of students anxiety in storytelling at 10th grade MA Kulni Cikande.

D. Limitation of Problem

The researcher focused on students' speaking anxiety only on students' storytelling activity in MA Kulni Cikande.

E. The Significance of the Study

This study is expected to give more contribution in students' ability in speaking area especially in storytelling activities.

1. The information can help teachers to understand more the different levels of anxiety experienced by students when they are storytelling.
2. This study is also expected to help students more confident and to find out ways or strategies to overcome their anxiety problem when storytelling. Through this study, it is expected that teachers can also

- understand students' have anxiety especially in storytelling.
3. Can help the researcher in finding solutions to manage the students have anxiety.
 4. Know the students have anxiety especially in storytelling so that teachers can use appropriate strategies in dealing with students who have anxiety.

F. Previous of Studies

There are some previous researches that have been conducted by several researchers:

First research, was done by Suleimenova (2012), she has analyzed about *Speaking Anxiety That Happened in a Kazakhstani Foreign Language Classroom*. The result showed that high level of anxiety has numerous consequences that include the uncertainty of one's abilities, difficulty in public speaking, minimal participating in conversation, failure to initiate conversation, and finally become self-unconsciousness. For the first previous study belong to Suleimenova, she analyzed speaking anxiety in a Kazakhstani Foreign Language Classroom. While the researcher analyzed speaking anxiety on the storytelling activities in the classroom.

Second research, was done by Abdullah & Rahman (2009), he has analyzed about *Second Language Speaking Anxiety Among University of Technology Malaysia Students* showed the result was only focused on the grammatical

structures or linguistic features in class, so that the students felt unmotivated to learn the target language. Students should be exposed to the correct use of language, so that they can apply the knowledge in appropriate context without worrying in making mistakes. Thus, this study is different from the previous studies since the focuses of this study are to find out the components, causes, and the solutions to overcome the students' speaking anxiety when they have Public Speaking Class. For *the second* previous study belong to Abdullah & Rahman, they are analyzed Speaking Anxiety Among University of Technology Malaysia Students. While the researcher analyzed speaking anxiety on the storytelling activities in the classroom.

Third research, Mahmoodzadeh (2012) investigated *Foreign Language Speaking Anxiety Faced by Iranian Students*, within their inter-language system and found that these students had high levels of anxiety in their inter-language system when speaking English. The findings revealed that females were more susceptible and had higher levels of anxiety than males. That researcher also found that students with low levels of proficiency may not have high anxiety in their inter-language system. Students with high proficiency were more vulnerable to experience high anxiety in the inter-language system. Based on the exposure of these problems faced by students, and some preliminary studies that had shown how anxiety greatly affected and disturbed students when speaking English, the researcher was interested to conduct this study. While the researcher analyzed speaking anxiety on the storytelling activities in the classroom.

F. The Organization of Writing

The researcher divides into five chapters as follows:

Chapter I: Introduction, this chapter explain background of the study, the statement of the study, the objective of the study, the significance of the study, the limitation of the study, the previous of studies and the writing organization.

Chapter II: Theoretical Frameworks, this chapter consists of definition of speaking, types of speaking, the elements of speaking, definition of anxiety, types of anxiety, levels of anxiety, definition of storytelling,types of storytelling, the advanteges and the aims of storytelling and the assessment of storytelling.

Chapter III: Research Methodology, which consists of research design, research site, respondent, data collection and .data analysis.

Chapter IV: Finding and Discussion, this chapter deals with data analysis and interpretation.

Chapter V: Conclusion and Suggestion, this chapter gives the conclusion of the research