

CHAPTER I

INTRODUCTION

A. Background of the Study

English speaking skills considered to be an important skill to communicate with people around the world. The student should have a good command of communication skills in English so as to prepare their future careers and lives. Meanwhile, everybody really need the English communication to face the global era.¹ In reality, even though English has been taught for at least six years in school levels in Indonesia which in Junior High School and Senior High School level and also in many elementary schools as a local content subject, the students still have some difficulties in learning English whether it is the productive or receptive skill, especially speaking. The fact that many school graduates cannot communicate in English has become a national problem in Indonesia.²

¹ Abdul Muin, and Aswati. "Effects of Socio-Affective Strategies on Students' Self-Confidence in Classroom Speaking Activities" (2019).
<http://jurnal.uinbanten.ac.id/index.php/loquen/index/>.

² Alwasilah Chaedar, *Perspektif Pendidikan Bahasa Inggris Di Indonesia Dalam Konteks Persaingan Global*. (Bandung: CV Andira 2002), 62.

The difficulties of students could happen because the less of students' confident in their abilities, or in other word it because of the lack of speaking exposure.³ Nunan added that among the four skills in English, speaking is considered to be difficult to master for two reasons. First, unlike reading and writing, speaking happens in real-time usually the person you are talking about is waiting for you to speak right. Then the second, when you speak, you cannot edit or revise what you wish to say, as you can if you are writing.⁴ Therefore, speaking in English has become the problem among the students currently.

Furthermore, speaking language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. Speaking has activities in the classroom they are: debate, presentation, storytelling, describing things or person, role play, and discussion.

³ Pattela, Ramesh, "Teaching English as A Second Language: Factor Affecting Learning Speaking Skills", *International Journal of Engineering Research & Technology*, Vol. I, No.7, September 3.

⁴ David Nunan, *Language Teaching Methodology. A Textbook for Teacher*. (New York: Prentice-Hall International, 1991), 48.

Based on the observation the writer during studying in the college, many students in English Education Department getting problems in doing the proposal presentation, especially for students who are going to do their final thesis writing. So in this research, the writer only focus on the proposal presentation because the students often found the difficulties while presentation to speak well. In reality, even mastered the material will be explained, the students still have a problem to solve it. The writer found the reason why they are passive in speaking during the presentation. They worried about what others think of them in explaining the materials of the presentation.

Shyness is one of the students' problems in this collage. Shyness can occur when the students doing the proposal presentation. Most students often experienced in this situation which they fail to perform the speaking performance at their best. Their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in students' speaking performance.⁵ Some of the students tend to be shy in the presentation in front of the examiner

⁵ Juhana, "Psychological Factors That Hinder Students from Speaking in English Class." *Journal of Education and Practice*, Vol. III, No. 12, (2001), 101.

and audience even though the students have learned and often did the presentation since they tend in the first semester.

In presentation activity, the aim is to express the students' opinions or idea but the shyness can hinder the students from attaining the topic. They tend to be shy when they feel other students have more skill in speaking and they are afraid of making a mistake when express the ideas.

Meanwhile, during studying in the collage at UIN Sultan Maulana Hasanuddin Banten, the writer found signs of shyness among the students. Many students got jittery, created avoidance, and reduced participation in the presentation.

Jittery is one of the problem when the students try the presentation. Jittery usually in the midst of alternative signs of central system excitation, like easy startle.⁶ When students feel shame, they avoid the situation and usually become panicked.

Therefore, as the students of university, they should have good ability in doing the presentation. Based on the reason above the writer carried out the study entitles "***Measuring Shyness of Students in Proposal Presentation***" (A Case Study at Eighth Students in English Education Department)".

⁶ Debra C. Armentrout, "The jittery newborn", *Journal of Pediatric Health Care*, Vol. XV, No. 3, (2001), 147-149.

B. Research Questions

Based on the background of the study above, the questions proposed for the study are as follows:

1. How are the students' factors of shyness in doing the proposal presentation?
2. What are the levels of shyness experienced by the students in doing the proposal presentation?

C. Focus of the Study

1. To identify the factors or situations that make students feel shy about doing the presentation.
2. To identify the levels of shyness experienced by the students in doing the presentation.

D. Significance of the Study

This research is expected to give more contributions in students' abilities in the speaking area especially when they are doing the proposal presentation. They also can get more information about factors that trigger students' shyness in the proposal presentation and try to find a strategy to help them in reducing students' shyness and creating more relaxed situation in class. Besides, the writer hopes that this result of research can be as references for the teacher to understand how the shyness can affect the students in the presentation

so the teacher can give the change for students to express the ideas in their ways.

E. Organization of Writing

The research paper will be organized as follows:

1. Introduction

This chapter comprises the background of the study, research questions, object of the study, identification of the problem, the significance of the study, and writing organization.

2. Theoretical Foundation

This chapter consists of related theories as to the basis of investigating the research problems. All of them will serve the fundamental references in conducting and analyzing the research. It divided into two parts, *first*, the part of theory shyness including the definition of shyness, the factors and impact of shyness, the aspect of shyness and the levels of shyness. *In a second part*, the theory of presentation including the definition of shyness, hoe to make a good presentation and shyness in the presentation.

3. Research Methodology

This chapter discusses the methodology used in conducting the research it clarifies how the research was conducted. It covers research design, research site, respondents, data collection procedure. and data analysis.

4. Finding and Discussion

This chapter consists of the result of the research and discussion. It shows the findings on data collection and analysis as well as the discussion related to the theoretical framework.

5. Conclusions and Suggestions

This chapter consists of the research conclusion and suggestion on the topic of research based on research findings to other researchers who wish to conduct the research.