

## CHAPTER I

### INTRODUCTION

This chapter describes all aspects related to research. This chapter contains the research context, research focus, research objectives, significance of research, scope and limitations, and definitions of key terms.

#### A. Research Context

Anxiety is a condition where the person is filled with a tense, worried and fearful feeling of something he will face. Everyone has experienced anxiety, including students. Usually the anxious feelings of students arise when the process of learning. Anxiety becomes a dominant factor in learning. Anxiety in learning greatly affects the learning process of students.

According to Spielberg anxiety is subjective feelings of tension, apprehension, nervousness and worry by activation or arousal of the autonomic nervous system.<sup>1</sup> Because it is a subjective feeling of nervousness and worry, everyone will surely experience different levels of anxiety depending on their personal situation. Vanin state that Students with anxiety often experience high and uncontrollable worry about events which accrued in past or maybe happened in the future, they experience extreme worry about performing completely well, meanwhile they are so self-consciousness and

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<sup>1</sup> H. Douglas Brown, *Principles Of Language Learning And Teaching*, 5<sup>th</sup> Ed. (San Fransisco: Longman, 2007), 161.

often misinterpreted or overstated the importance of condition.<sup>2</sup> It means that anxiety affect the learning process. Anxiety can have positive and negative impacts on the learning process. Anxiety in the learning process can be a serious obstacle when studying certain subjects. Subjects that often make students anxious is English syntax subject.

Syntax is study of the way in which sentences are constructed from smaller units called constituents, how sentences are related to each other.<sup>3</sup> The researcher has observed. From that observations the researcher obtained data that most of the fifth semester students of English department of 2017 felt anxious when the syntax class was taking place. English syntax is one of those difficult lessons. Because it's difficult lesson the students of TBI of fifth semester of 2017 at IAIN Madura difficulty understanding the material, it's one of the reasons why the students in fifth semester of TBI of IAIN Madura feel anxious.

In learning syntax, English department students are often haunted by excessive anxiety. Even before entering the classroom, students are already feeling anxious. The level of anxiety that students have is different. There are students who have a high level of anxiety, so that during syntax lessons going on he will feel anxious and afraid. The anxiety experienced by English students in the fifth semester is caused by several things. That is because the student's inability in the syntax subjects and

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<sup>2</sup> Sara Hashempour and Aida Mehrad. "The Effect of Anxiety and Emotional Intelligence on Students' Learning Process." *Journal Of Education & Social Policy*, 2 (December, 2014), 1.

<sup>3</sup> Steffanie Jannedy Dkk, *Language Files*, (Columbus: Ohio State University Press, 1996), 466.

methods used by the lecturers. But most of the students feel anxious because of the methods used by the lecturers.

The method that used by lecturer is presentation method. A presentation is a form of predominantly formal and any way communication aimed at giving information to one or more people in ways that enable them to act.<sup>4</sup> In English syntax class the lecturer give some questions and then ask some students to presenting it. The lecturer will choose some students randomly. When the lecturer start to choose some students they are feel so anxious because they are afraid if the lecturer mentioned their name to be presenter. After the lecturer choose the student to be presenter, so the student should presenting about the topic. The researcher asked some students about their response to English syntax subject. Diyah said “I felt anxious when the syntax lesson was taking place, even before entering the class I was already worried because in the syntax lesson the lecturer immediately appointed several students for future presentations. while at that time the designated students were not ready and did not understand the material to be presented. and in other courses, students who are going to presentations have been appointed long before the class starts.”<sup>5</sup> Based on experience of the researcher and interview with some students, that almost of students in fifth semester of TBI feel anxious when presenting syntax recitation.

This similar research had been conducted by Siti husnol Khatimah.

The result of the research shows that kind of anxiety had by students in

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<sup>4</sup> Eric Garner, *The A to Z of Presentations*, 2012, 40.

<sup>5</sup> Diyah Sri Fatmawati Dewi, Interview with Students of Fifth Semester of TBI of 2017 in IAIN Madura at 13.00-14.00, May 23, 2019.

speaking 2 class of state Islamic institute Madura is fear for negative evaluation because they are worry that their friend will give negative comment about their speaking skill or they are not confident for their speaking skill and feel that their friends speak well than themselves.<sup>6</sup>

Other previous research had been conducted by Maria Ulva. This previous research uses quantitative research design. This previous research is correlation research which involves variable X as independent variable (speaking achievement) and variable Y as dependent variable (English learning anxiety). The result of research is that there is sufficient correlation between variable X and variable Y.<sup>7</sup>

Based on explanation above, the researcher will conduct a research about “The Impact of Students’ Anxiety in Presenting Syntax Recitation in Fifth Semester of TBI at IAIN Madura.”

## **B. Research Focuses**

Research focus refer to questions raised in a research project which clearly reflects what kind of answer is expected to be discovered through the process of research.<sup>8</sup> It means that research focus is the question of the researcher in a project to solve the researcher problem in finding clear answer. So that, the question that must be found the answer in this research are:

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<sup>6</sup> Siti Husnul Khatimah, *Students’ Anxiety in Giving Opinion On Speaking 2 Class in the Third Semester of State Islamic Institute (IAIN) Madura*, iv.

<sup>7</sup> Maria Ulva, *A Correlational Study Between The English Learning Anxiety and The Speaking Achievement of Second Semester of TBI at IAIN Madura*, iv.

<sup>8</sup> Muhammad Adnan Latief, *Research Methods on Language Learning an Introduction, Second Edition* (Malang: Universitas Negeri Malang, 2015), 18.

1. What are the problems cause the students anxiety in presenting syntax recitation in fifth semester of TBI at IAIN Madura?
2. What are the effect of students anxiety in presenting syntax recitation in fifth semester of TBI at IAIN Madura?
3. How does the students reduce the anxiety in presenting syntax recitation in fifth semester of TBI at IAIN Madura?

### **C. Research Objectives**

A purpose is the major intent or objective of the study used to address the problem.<sup>9</sup> It means that is the goal of research to be achieved by the researcher. In this case the researcher proposed the purpose below:

1. To know the problems cause the students anxiety in presenting syntax recitation in fifth semester of TBI at IAIN Madura.
2. To know the effect of students anxiety in presenting syntax recitation in fifth semester of TBI at IAIN Madura.
3. To know how the students reduce the anxiety in presenting syntax recitation in fifth semester of TBI at IAIN Madura.

### **D. Significance of Study**

Significance of study is continuation of the objective study.<sup>10</sup> The significance in research refers to contribution of the research result to the improvement of the related practice (practical contribution) and or to development of the related theory (theoretical contribution).<sup>11</sup>

#### **1. Theoretically Significances**

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<sup>9</sup> John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, Fifth Edition* (Boston: Pearson, 2015), 60.

<sup>10</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013), 99.

<sup>11</sup> Muhammad Adnan Latief, *Research Methods on Language Learning an Introduction*, 168.

The result of this research are expected to enrich scientific theory dealing with anxiety and syntax and also be useful as other references.

## **2. Practically Significances**

### **a. For the teacher**

This research can be helpful for the teacher in guided the students presentation. It will be helpful for the teacher to know the students condition when presentation.

### **b. For the students**

This research gives the information for students about how to solving students anxiety when presentation.

## **E. Scope and Limitation of Study**

Scope and limitation of the study is the limit of variables that is researched, population or subject of research.<sup>12</sup> Scope is range of thing that a subject.<sup>13</sup> The scope of this research focuses on students' anxiety in presenting syntax recitation. Then the limitation is potential weakness or problems with the study identified by researcher<sup>14</sup> the limitation of this study is limited on D class at fifth semester of TBI of 2017 at IAIN Madura.

## **F. Definition of Key terms**

In this case, the researcher describes terms that related to the main concepts contained in the study, so the understanding of interpretation

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<sup>12</sup> *Pedoman Penulisan Karya Ilmiah; Edisi Revisi* (Pamekasan: STAIN Pamekasan, 2015), 11.

<sup>13</sup> *Oxford Learner's Pocket Dictionary*, Fourth Edition (New York: Oxford University Press, 2011), 393.

<sup>14</sup> Creswell, *Educational Research*, 197.

between researcher and reader is similar.<sup>15</sup> The definition of key terms of this study as follow:

### **1. Anxiety**

Anxiety is a negative feelings of someone that makes feel afraid, nervous and worried when doing something.

### **2. Presentation**

Presentation is a process of explaining the content of a topic to an audience.

### **3. Syntax recitation**

Assignments given by the teacher in English syntax subject. Usually the teacher give some questions to be answered by the students.

## **G. Previous Study**

This similar research had been conducted by Siti husnol Khatimah. This research focus on language anxiety that occur in students' speaking in 2 class of TBI. The result of the research shows that kind of anxiety had by students in speaking 2 class of state Islamic institute Madura is fear for negative evaluation because they are worry that their friend will give negative comment about their speaking skill or they are not confident for their speaking skill and feel that their friends speak well than themselves.<sup>16</sup> The similarities between this study and the previous study is both of researchers discussed about students' anxiety. However, the differences between this study and previous study are the theory that used by both of

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<sup>15</sup> *Pedoman Penulisan Karya Ilmiah; Edisi Revisi* (Pamekasan: STAIN Pamekasan, 2015), 8.

<sup>16</sup> Siti Husnol Khatimah, *Students' Anxiety in Giving Opinion On Speaking 2 Class in the Third Semester of State Islamic Institute (IAIN) Madura*, iv.

researchers are different. The subject of this research is D Class of fifth semester of TBI while the subject of previous research is B class of third semester of TBI.

Other previous research had been conducted by Maria Ulva. This previous research uses quantitative research design. This previous research is correlation research which involves variable X as independent variable (speaking achievement) and variable Y as dependent variable (English learning anxiety). The result of research is that there is sufficient correlation between variable X and variable Y.<sup>17</sup> the differences between this research and previous research are the method that used by both of researchers are different. This research uses qualitative research design while the previous research uses quantitative research design. The subject of both research also different.

In addition, Istifa'iyah had been conducted a research. Her research focuses on what problems cause the students anxiety in expressing self-introduction in speaking, how the tutor solve the students' anxiety and how the students solve the anxiety. The result of the research are there are three problem cause the students' anxiety those are new situation, new friends and lack of quality. Some strategies that used by the tutor to solve students' anxiety such the tutor gives the students hand book of expression self-introduction, the tutor help the students how to pronounce correctly, etc. the students have own strategies to solve their anxiety such as, they prepare themselves to memorize expression self-introduction completely,

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<sup>17</sup> Maria Ulva, *A Correlational Study Between The English Learning Anxiety and The Speaking Achievement of Second Semester of TBI at IAIN Madura*, iv.



they remember the pronunciation of the expression of self-introduction, etc.<sup>18</sup> the differences between this research and previous research are the subject of both is different. And also the location of both research is different, the location of her research was conducted at Sabilillah English Course while this research conduct at IAIN Madura.

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<sup>18</sup> Istifaiyah, *The Students Anxiety in Expressing Self-Introduction of Speaking at Quantum Class in Sabilillah English Course Sampang*, iv.