

# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study, scope and limitation, statement of the problems, objective of the study, significance of the study and the definition of key terms.

### **A. Background of the study**

English is an international language that is used by the majority countries in communications, business, education, diplomacy, technology, and international organizations. Many countries agree to use English as a global language and it was stated by Graddol (2006). It can be concluded that English is an important language. Everyone needs to be able to understand little or much about English language. Nowadays, English plays its active role in the world's society. It was because English language being the international language in the world. English is the second language after mother language of our country and English became the first foreign language in Indonesia. It was mean that very important to learn able in English in aspect to get many knowledges from different countries, knowing what happens in the world that coming from another country and many more. Therefore, the teacher needs to pay attention in students' English and teach them well. From that, hopefully students can learn well about English and mastering English through their education.

In English, there are four skills that need to be mastering well, there were listening, speaking, reading, and writing. All of them is the important part of learning English. The first thing that we need to able is speaking skill, because that is about the way to communicate with each other especially people who speak English. When we can understand what they said it easier to catch the meaning of the conversation. In the conversation we cannot be the passive speaker, we need to give feedback or respect of what they are talking about. So, it can be one of the reasons why speaking is the important one that we need to learn. According to Shiamaa (2006), speaking represents an interactive process which involves of producing and

processing or receiving information to serve both interactional and transactional.

Teacher needs to give students an opportunity to speak in front of people. By retelling stories students can speak what they understand about the stories that they already read. In retelling stories, readers or listeners tell what they remember about the story orally or through dramatization is to make them able because they trained to be good speaker in the school by their teacher. One of the ways to make students practice in speaking is by retelling, drawing, or writing that was stated by Morrow (1989). In retelling stories some of the students will have their own anxiety on retelling stories. They had different anxiety when they had to speak especially in retelling stories. It usually happens in students circle while learning to speak in front of the others.

Emotion is important in the classroom since it has impact on students' speaking. It influences the ability of students on learning especially their concentration on the lessons to process the information that they catch. Brown (1991) states that emotions affect learning in the most fundamental way because they are the foundation of the learning strategies and techniques. In other words, emotion can bring the students to be successful in learning or the opposite. For the example such as when the students are successful in their presentation or get the high score of some subject when they feel secure, happy, enjoyed, and excited. Emotion has the potential to energize the student in thinking and learning something also it interferes with speaking. Negative emotions such anger, anxiety, and sadness have the potential to disturb students' learning efforts.

One of the emotional states that make such process become difficult is anxiety. Emotional states such as anxiety can distract students in the language learning process. Feeling of tension, worry, and nervousness will influence students' ability to perform successfully in a foreign language classroom. According to Oxford (1999), "Most language research shows a negative relationship between anxiety and performance". Anxiety influence student's ability in speaking. When they are not happy and enjoy with the situation, then their performance will not success or even good because of anxiety they get. It will bring the students' progress

learning be complicated because what they feel or their emotion are not good.

Anxiety is most of the problem that can make students do not want to exist and face the lesson well. Anxiety is the the state of feeling nervous or worried that something going to be out of their expectation. Being afraid of something that cannot be handled by their own or even more. In addition, the definition of anxiety state by (McIntyre & Gardner, 1994: as cited Tanver in 2007:4) “A subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system”. Students are usually worried when the teacher call them to speak orally in front of the class especially in retelling stories. This is cannot be rejected why they feeling worried about retelling stories. Students will show different actions when they get their anxiety coming. Being afraid of environment or maybe else.

Worde (2003) found that speaking activity causes inability to comprehend, negative classroom experience, fear of negative evaluation, pedagogical practice and the teachers themselves were the main factors that trigger in learning anxiety. In addition, Kondo (2009) asserted that language anxiety in the speaking test was only a poor predictor of English proficiency. Anxiety as a tool in learning. This is important to know what their anxiety in speaking. Many sources can cause anxiety situation in students’ psychology. This situation happens because of many factors, one of the reason is the students unconfident to speak in front of others. It blocks students to achieve goal in learning. Anxiety has been shown as debilitating effect on learning and achievement. Therefore, the researcher investigated EFL students’ anxiety in retelling story and the contributing factors of students’ anxiety.

## **B. Scope and Limitation of the Study**

The scopes of the study are limited to the subject and object investigated:

- a. Scope: Teaching of EFL speaking especially retelling stories in terms of student’s anxiety.

- b. Limitation: EFL for SMA Wachid Hasyim 2 Taman, Sidoarjo 2019 students' anxiety about the retelling story of the legend of Rawa Pening at senior high school in Sidoarjo.

### **C. Statement of the Problem**

Based on the previous background of the research, the researcher states the research problems of this research are:

1. What types of anxiety are experienced by the EFL students in retelling stories?
2. What factors are contributing to the EFL student's anxiety?

### **D. Purpose of the study**

The purposes of the study are:

1. To describe kinds of anxiety types that play the most of student's anxiety on speaking orally by retelling stories.
2. To describe the contributing factors of students' anxiety in retelling stories.

### **E. Significance of the study**

The result of the study is to be used for:

- a. for the readers:

This research is expected to give information about type of students' anxiety in speaking English, and factors that cause students' anxiety in speaking English.

- b. For the students:

By this research, the students can figure out the factors that cause them to feel anxiety in speaking English, and type of their anxiety, so they can overcome it by themselves.

- c. For the teacher:

By this research, the teacher can know what factors that cause students' anxiety in speaking English especially in retelling stories and type of their anxiety so they can find the way to lessen the causes that can make students be able to decrease their anxiety feeling.

- d. For the next researcher:

This research can be one of their sources if they are studying anxiety is speaking English especially retelling stories

### **F. Definition of the key terms**

There are some operational terms used in this study: anxiety, and communication strategy. Each term is defined as follows:

1. Anxiety

“A feeling of tension, apprehension, nervousness, and worry associated that appear because of the automatic nervous system” (McIntyre & Gardner, 1994: as cited Tanver in 2007:4).

2. Retelling stories

In story retellings, readers or listeners tell what they remember about the story spontaneously or through dramatization, drawing, or writing (Morrow,1989; Owocki, 1999).