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## CHAPTER I INTRODUCTION

### A. Background of The Problem

Language is a system of communication. One of the ways of communication is through speaking. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of contexts. There are four skills in English language. They are speaking, writing, reading, and listening. The four language skills are using as a measurement of a language comprehension, and one of the examples is speaking skill. Speaking is one of the most important and essential skills that must be practiced to communicate orally and also speaking skill becomes a parameter to measure a person's ability in communication. For most people, mastering speaking is the important aspect of learning a second or foreign language, and success is measure in term of the ability to carry out a conversation in the language.

Anxiety is one of the best predictors of success in second language MacIntyre and Gardner (1991). The object of second language acquisition research made a shift from the external factors which instructors are able to change, the internal factors of second language learners, such as age, sex, attribute, learning style, motivation, learning strategy, and language anxiety Yukina (2000).



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Anxiety is investigated in terms of two perspectives: trait anxiety and situation specific anxiety. Trait anxiety is defined as an individual tendency to be anxious in any situation (Spielberger, 1983 cited in MacIntyre and Gardner, (1991). Situation specific anxiety is defined as an individual tendency to be anxious in a particular time and situation. Situation specific anxiety can be seen as a subcategory of trait anxiety experienced at a given context.

Storytelling is the activity where the students' stand in front of the class and retell the story that they already read. According to Roney (1996), Storytelling is a practical and powerful teaching tool, especially for language learner. Storytelling is a process where a person (the teller), using vocalization, narrative structure, and mental imagery, communicates with the audience who also use mental imagery and, in turn, communicate back to the teller primarily through body language and facial expression in an ongoing communication cycle.

Storytelling enhances the classroom environment and atmosphere. A good story can relax learners and reduce fears because they are entertaining and at times, humorous. According to Richter and Koppett (2000) a well told story can bring about a sense of community and belonging in learning communities better than most traditional teaching methods.

The Procedure of English Language lesson at Vocational High School 3 Pekanbaru is used school based curriculum 2013. This curriculum is a basic educational component in teaching and learning process. Based on the



curriculum, English language at the Vocational High School 3 Pekanbaru has criteria of students minimum passing grade (KKM) with the score is 75. In addition, the basic competences for the first year students of Vocational High School 3 Pekanbaru are to Prepare oral and written text to express and respond to expressions, wishes and prayers, suggestions/offers, and opinions/thoughts (Tim Penulis Kurikulum 2013, (2013)). Based on the citation above, it was clear that the students' should able to speak English in order to give respond, expression, wishes, prayer, suggestion and opinions. If students' could not speak English, the teaching and learning process are runs ineffectively.

Based on the preliminary observation at Vocational High School 3 Pekanbaru, from the basic competence above, the students had not achieve that competence, they could not reach the minimum criteria of students passing grade (KKM) with score is 75. There were some problems that researcher found at Vocational High School 3 Pekanbaru, the problems can be identified as followed:

1. Some of the students' were sensitive with much light while doing storytelling
2. Some of the students' hearing and smelling were intensified while doing storytelling
3. Some of the students' sense of touch was highly sensitive while doing storytelling

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4. Some of students were shaking his or her hands and feet while doing storytelling
5. Some of the students were twirling of hair while doing storytelling
6. Some of the students were tapping the finger while doing storytelling
7. Some of the students had difficulty to communicate while doing storytelling
8. Some of the students were pacing around before doing storytelling
9. Some of the students had loss of ability to communicate while doing storytelling
10. Some of the students had loss of rational thought while doing storytelling
11. Some of the students had loss of conscious thinking while doing storytelling
12. Some of students were unable to remember exactly what he/she supposed to do while doing storytelling.

Based on the rational above, the researcher was interested in investigating the students' anxiety in storytelling at the tenth grade of Vocational High School 3 Pekanbaru. Anxiety is the problem which happened to English learners during retelling the story that they already read in front of the class, this statement is supported by Tallon (2009) found that the most anxiety producing activities used in a foreign language classroom include oral presentations, skits, dialogues and role-playing, that statement did not tell

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about students' anxiety in storytelling, but the concept of include oral presentations, skits, dialogues and role-playing are similar with storytelling.

The researcher concluded that it is very important to find out the anxiety in storytelling for the students at the tenth grade of Vocational High School 3 Pekanbaru. Finally, the researcher was interested in conducting a research entitled "THE ANALYSIS OF STUDENTS' ANXIETY IN STORYTELLING AT THE TENTH GRADE OF VOCATIONAL HIGH SCHOOL 3 PEKANBARU".

## B. Problem

### 1. Identification of The Problem

Based on the background that the researcher found the preliminary study, the researcher identified some problems of this research as follows:

- a. What made some of the students that were sensitive with much light while doing storytelling?
- b. What made some of the students that were hearing and smelling are intensified while doing storytelling?
- c. What made some of the students that had sense of touch is highly sensitive while doing storytelling?
- d. What made some of the students that were shaking his or her hands and feet while doing storytelling?
- e. What made some of the students that were twirling of hair while doing storytelling?

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- f. What made some of the students that were tapping the finger while doing storytelling?
- g. What made some of the students that had difficult to communicate while doing storytelling?
- h. What made some of the students that were pacing around before doing storytelling?
- i. What made some of the students that had loss of ability to communicate while doing storytelling?
- j. What made some of the students that had loss of rational thought while doing storytelling?
- k. What made some of the students that had loss of conscious thinking while doing storytelling?
- l. What made some of students that were unable to remember exactly what he/she supposed to do while doing storytelling?

## 2. Limitation of The Problem

After identifying the problems stated above, it was clear that there were many problems in this research. The researcher focused on the students' anxiety in storytelling at the tenth grade of vocational high school 3 Pekanbaru.

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### 3. Formulation of The Problem

- a. What are the levels of anxiety that happened to the students' while storytelling at the tenth grade of Vocational High School 3 Pekanbaru?
- b. What is the anxiety level that dominantly happened to the students' while storytelling at the tenth grade of Vocational High School 3 Pekanbaru?

### Objective and Significant Research

#### 1. Objective of The Research

Related to the formulation of the problem above, the following were researcher's objectives to conduct this research:

- a. To find the level of anxiety that happen to the students' while doing storytelling at the tenth grade of Vocational High School 3 Pekanbaru.
- b. To find out the level of anxiety that dominantly happen to the students' while doing storytelling at the tenth grade of Vocational High School 3 Pekanbaru.

#### 2. Significant of The Research

Related to the objective of the research above, the significance the research are as follows:

- a. This research finding will give information to the students and also teachers dealing with anxiety in storytelling.



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- b. To give some contribution to the students of Vocational High School 3 Pekanbaru to classified the anxious felling.
- c. To give information to the teacher about students' anxiety and provide the appropriate method to decrease that illness.
- d. To decrease students' anxiety in storytelling in front of the people.

#### D. Reason for Choosing The Title

There are some reasons why the researcher is carrying this research:

1. The title of the research is relevant with the researcher states as students of English Education Department.
2. The title of the research is not yet investigated by other previous researcher.
3. The location of the research facilities the researcher in conducting the research.

#### E. Definition of The Term

There are some terms involved in this research to avoid misunderstanding to the term used in this research. Thus, the following terms are necessarily defined as follows:

##### 1. Descriptive Qualitative Research

This research is descriptive qualitative research. Burhan (2008) stated that descriptive qualitative is a research that used the quantitative procedure in analyzing the data. Cresswel (2012) also stated that survey research design are procedure in quantitative research because researcher



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collecting the data using questionnaire which investigators survey to a sample to describe the attitude, opinion, behavior, or characteristic of population. Besides that, descriptive qualitative is quasi qualitative that belonging to deduction qualitative. According to Burhan (2008) deduction qualitative is a research that used theory as a tool to find or to choose the problem, make the hypothesis, observation, and testing the data.

### 3. Anxiety

According to Spielberger et al (2005) anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system.

### 4. Storytelling

Storytelling is the activity where the students' stand in front of the class and retell the story that they already read. According to Roney (1996), Storytelling is a practical and powerful teaching tool, especially for language learner. Storytelling is a process where a person (the teller), using vocalization, narrative structure, and mental imagery, communicates with the audience who also use mental imagery and, in turn, communicate back to the teller primarily through body language and facial expression in an ongoing communication cycle.