

CHAPTER I

INTRODUCTION

This chapter discusses an introduction about this research. In this part, some subchapters are presented. The subchapters are background of the research, scope of the research, statement of the problem, and objective of the research.

A. Background of the Research

Language is primarily a means of communicating thought from one person to another. With the language, people can express their feelings and thought. People use language as a means of international communication among the nations all over the world. It is important for us to learn language especially English since it is used as a means of communication among nation in the world.

English as a foreign language is not a new thing for students because it has become one of the main subjects in facing the global era. English language is an International Language, so all states in the world is forced to learn and use it, both as second language or foreign language.

English as foreign language is learned by students from every level of educational institution, starting from elementary school, junior high school, senior high school to university. Being learned by the highest level learner does not mean that it will be easy. English may be considered as a difficult subject for the Indonesian students, because English may be completely different from Indonesian language viewed from the system of structure, pronunciation and vocabulary. Dealing with this, a preliminary research shows that many students

feel that learning English is hard. Some of them said that theoretically English is easy and enjoyable but practically it is needed more courage and stressful.

Every student has different psychological condition to learn English. In learning second language learners need more practice to four skills, those are speaking, listening, reading and writing. One of factors that influence in learning English that learners most faced is feeling anxiety. Emotion and physic stress can cause the students feeling of anxiety. Students may have anxiety reaction which interfere their ability to perform successfully in a class.

According to (MacIntyre & Gardner in Rodiah, 2019:121), define language anxiety as the feeling of tension and apprehension specifically associated with second language context including speaking, listening, and learning. Anxiety is a situation where the students feel of stress, nervousness, emotional reaction, and worry that linked to second/ foreign language learning.

English learning anxiety categorized as foreign language anxiety which means fear or apprehension occurring when the learner is expected to perform in foreign language. Students who have English learning anxiety feel tense when learning English.

According to linh (2011: 143), stated that the anxiety levels in 1st-year students are moderate and above. This indicates that anxiety is an important affective factor in language learning, so both the teachers and students should become aware of such phenomenon. 1st- year students need much support from the teachers in terms of vocabulary input, provision of background knowledge, as well as training and necessary sub-skills to perform the task.

In the case of foreign language learning, students emotions tend to be more discouraging rather than encouraging. One of the emotional states that make such process becomes difficult is anxiety. Emotional state such as anxiety can distract students in the language learning process. Feeling of tension, worry, and nervousness will impede students ability to perform successfully in a foreign language classroom. According to (Oxford in Musthachim, 2014:1), “Most language research shows a negative relationship between anxiety and performance.” Anxiety harms students performance by way of worry, self-doubt, and reducing participation. Anxious students will have difficulties in following lessons. They may learn less and also may not be able to demonstrate what they have learned. Even worse, they may experience more failure, which in turn escalate their anxiety. It can be consider that anxiety is a part of learning process as specially in learning English.

Anxious can be experienced by anyone, including those from the English department, especially in English Education Study Program of Khairun University, in the second semester, it was found that there were some students who experienced anxiety during English class. There are many factors for students’ learning anxiety. the first is that students lack confidence, this is common when the students have conversations with the lecturer using English, they are not confident because they are afraid of being said wrong and the other person cannot understand. In situations like this, they will choose to be quiet and only listen the lecturer. Besides, when students are wrong they afraid will be laughed at by others. That's why they lost confidence, they also worry that

they will look weird and embarrassed. Then the other factors is lack of vocabulary, difficult pronunciation, lack of preparation, nervous, feel of panic and so on.

Based on the explanation, the researcher would like to conduct a research entitled **“Students’ Anxiety in Learning English at English Language Education Study Program Khairun University”**.

B. Scope of the Research

Based on the background, the researcher focuses on students perspective about factors that the students’ are anxious in learning English and strategies to reduce it at English Language Education Study Program of Khairun University.

C. Statement of the Problem

The following statement of the problem as follow:

1. What are the factors students’ believe to contribute to their anxiety in learning English at English Education Study Program of Khairun University?
2. How are the students' strategies to reduce their anxiety in learning English at English Education Study Program of Khairun University?

D. Objective of the Research

Based on the statement of the research problem above, the objective of the research are:

1. To find out what factors to contribute students’ anxiety in learning English at English Education Study Program of Khairun University.

2. To know the students' strategies to reduce their anxiety in learning English at English Education Study Program of Khairun University.

E. Significance of the Research

1. Theoretical Significance

It is expected that the results of this research can contribute to the exiting knowledge concerning as follow:

- a. Giving Explanation about Students' Anxiety in Learning English at English Education Study Program Khairun University.
- b. The results of this research can be used as references for those who want to conduct a research in English teaching learning process especially in foreign Language Anxiety.

2. Practical Significance

The result of this research is expected to give a contribution to the teaching and learning process of foreign language anxiety.

a. English Teacher

The researcher hopes that the result of the research can be used as reference for the teacher to create a pleasant atmosphere of the classroom, with how to be friendly to students, so in the future they can fix about the problem that related with the students anxiety.

b. Students

It is expected that the students will know how to cope with anxiety situation in a positive way.

c. Prospective Researchers

It is hoped that this study will contribute or would be of any value to prospective researchers in conducting further research of the similar topic.