

CHAPTER I

INTRODUCTION

A. The Background of the study

Education is a program that involves a number of components that work together in a learning process to achieve a specific goal. The learning process is expected to make changes in both cognitive, affective and psychomotor aspects in individuals. At the moment, they should master four kinds of skill in English such as listening, reading, speaking and writing. Mastering English is influenced by physical factors such as embarrassed, less of confidence, fear of fault, worried, can disrupt someone's abilities on mastering the language.

Student's attitude, motivation, anxiety, and beliefs about foreign language learning have also been considered as factors that might affect the target language achievement. Gardner & MacIntyre (1992) also state that language anxiety is a part of effective variables in second language acquisition. Anxiety is an ego function to remind someone about some possibilities of danger or something else outside of hope. Anxiety involves the feeling perception of something uninteresting and physiological reaction, and it is a reaction on a situation that presented in danger. The characteristics of anxiety are somatic, emotional, cognitive, and behavioral components. Feeling unpleasant, distress, as well as embarrassment, happen to the students who experience anxiety. The success of students in English proficiency level is considered by the anxiety happen to them (Dordinejad and Ahmadabad, 2014). Students' emotional state, anxiety, and motivation facilitate students to success in English proficiency (Krashen, 2009). Students with lower anxiety level; they are possible to be better in English.

Cicek (2014) asserts that there are two anxiety models those are interference model and skills deficit model. The interference model consists of worry and emotionality. Worry happens to a cognitive concern of the individual's performance, but emotionality concerns to stress of students. Worry is the component affecting the academic activities of the students since it is negatively connected to performance and performance expectancy. It is considered to be the collection of negative uncontrollable thoughts, related to the fear of future outcomes. However, a skills deficit model is a model of anxiety caused by the capability of the students. They have poor acquisition

of the language; it makes them being aware of anxiety and, consequently, they have weaker results in English performance. Poor language acquisition invites the anxiety of the students. The students' anxiety is also considered by the teaching-learning process provided by the teachers. Mayangta (2013) states that anxiety affecting the students' performance in learning English, especially in speaking. The students in the EFL classroom are in high anxiety levels. They feel nervous to communicate in English to their teachers. They think that they are in danger when their teachers ask them to speak English.

Most students partly SMPN1 Kabanjahe feel worried when the teacher asks them about the materials that have been taught. Some of their lecturers ask them some question related to the previous subjects, so this condition makes the students in danger especially students who do not have preparation. They are also in high hesitant to present their papers in front of the class. Pauses in the middle of producing the language are common to the students. In addition, the students have difficulties to change the ideas into words since they are thinking about mistakes and punishments. They always lose the ideas the students want to produce to give opinions and comments to their teachers and peers. Moreover, they have no self-confidence to speak English in public. Their nervousness affects their performance in producing the English language. Consequently, it is important to discuss more details about the student's anxiety as well as the factors affect their anxiety. The teachers take the important role to decrease the students' anxiety level in the SMPN1 Kabanjahe in order to create a conducive atmosphere in the classroom making the students have more motivation to learn and communicate in English.

B. Research Question

Based on the Background of study above, the research problem are formulated a research question this way:

1. What factors causing the anxiety of SMPN1 Kabanjahe student's in learning English?
2. What are the levels of anxiety experienced by the students in learning English?

C. Objective of research

Based on research questions, the purpose of the study is to find out the anxiety levels of students and To find out what factors are more likely to cause anxiety as perceived the students.

D. Significant of research

The results of this study are expected to support information on factors that affect the concerns of student' anxiety in Learning English. Teacher are expected 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 for the developing of the students achievement. The students are also expected to be more care about the lesson and about the anxiety that they experienced so they will know the solution to reduce about that. Additionally, it is hoped that the study will also be useful for teachers to classify students' anxiety learning English.

After doing this research, the writer hopes some benefits for the readers, namely:

1. Theoretically Benefits

Many student's feel anxiety of learning English, because English is still too foreign to them and English is still not widely used in Tanah Karo, because of that there are still many students in SMPN1 who feel anxious about learning English. This study is expected to be implies that the teachers should propose the classroom activities providing facilities and helping the students to get meaningful input in English in order to overcome from their anxiety

2. Practical Benefits

A) For Teachers This research can be one of the references that lecturers and Teachers need in teaching English as foreign language and for research. So, the teachers can get more theory for teaching English to overcome the student's anxiety in learning English.

B) For students and researcher

Students as English foreign learners, can get the benefits and solution to overcome the anxiety in learning English.

E. Scope and limitation

This research describes in details SMPN1 Kabanjahe students anxiety as well as the factors causing the anxiety in learning English. The participants of this study are students of SMP Negeri 1 Kabanjahe. They are chosen by using a convenience sampling technique. They are near and easy

to get as well as handy as well as they are ready to be a part of the sample. To get the data of The student's anxiety in learning English, this study uses observation and interview. Before making a conclusion, identification and simplification of the data are used in this study.

