

# CHAPTER I

## INTRODUCTION

### A. The Background of 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. The process is planned in order to achieve teaching goals where learning outcomes obtained from the student learning process are expected in accordance with teaching objectives (Purwanto,2016). The purpose of the teaching has previously been established in accordance with the national education objectives of the in Republic of Indonesia Law No. 20 (2003), which states that: *“Pendidikan nasional bertujuan untuk mengembangkan potensi peserta didik agar menjadi manusia yang beriman dan bertaqwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab”*

At the moment, learning English is an important aspect because some people think that English is very difficult to learn. Especially in school, teachers find it difficult to teach their students because students sometimes don't understand what the teacher is saying and this problem can make students lazy to learn English. Emotions are important in the classroom because they have an impact on learning. They affect students' ability to process information and to accurately understand what they are dealing with. According to Brown,( Ellen Eun Kyoo Kim,2011). Emotions affect learning in the most fundamental ways because they are the basis of learning strategies and techniques. In other words, emotional states can encourage or hinder learning. For example, students learn and appear to be more successful when they feel safe, happy, and excited about the subject matter. Emotions have the potential to arouse students' thinking energy and also have the potential to interfere with learning. Negative emotions such as anger, anxiety, and sadness have the potential to interfere with student learning efforts.

The teaching and learning process can be achieved through planned educational goals. Learning can be considered as change that is permanent in nature because change is brought into students by a teacher trough tehniques like developing specific skills,changing some attitudes, or understanding specific law operating behind a learning evironment (Sequeira,2012). The process

of teaching and learning in order to achieve educational goals in students who follow can be defined as learning outcomes (Purwanto,2016). Multiple higher education research explored that the inclusion and equity in teaching and learning resulting in policy makers and scholars have been discussing the importance of widening participation in tertiary education (Bradley and Miller,2010).

Such as the above theory can be concluded that teaching and learning can achieve educational purposes which are defined as the result of students' learning by a change in students as skills evolve,a change in attitude and understanding certain laws. Self-study outcomes are often a benchmark for achieving a goal of learning that is carried out and used as a measure of students' understanding in mastering a subject. The high and low learning outcomes obtained by students can be seen from the acquisition of scores and abilities that students have after going through the learning process.

Learning English is something interesting to discuss and enables people to have many opinions. Some people may feel that it is something easy,fun and important. Therefore they will learn enjoyable and enthusiastic so they can get success on learning English. Yet, some of them have opinion that it is very difficult, boring and stressful and the rest of them who have tried hard to learn may be successful and the rest of them probably get failure. In Indonesia, 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.

Emotions are important in the classroom since it has impact on learning . they influence learners' ability to process information and to accurately understand what they encounter. Brown (2000) states that emotions effect learning in the most fundamental way because they are the foundation of the learning strategies and techniques. In the other words, emotional state can encourage or discourage learning. For example, students learn and perform more successfully when they feel secure,happy, and excited about the subject matter. Emotions have the potential to energize studets' thinking and also have the potential to interfere with learning. Positive emotional Efactors like self-esteem, empathy, and motivation can facilitate learning process, yet negative emotions such as anxiety contribute to students' poor performance in the class (Arnold and Brown,2005).In English learning process students' emotions have important roles too. Since,

English is one of the most important foreign languages in the curriculum, which make all students must learn and master it in the end of their education. Additionally, learning English language is categorized as learning a skill. To be successful in English learner, students need to work actively with themselves and others during the learning process. Therefore, it is important to maintain students' positive emotional condition and prevent the negative ones to make students easier achieve the learning goals.

Every student has different psychological condition to learning 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 successfukky in a class. Anxiety is defined as “ the subjective feeling of tension,apprehension,nervousness,and worry associated with and arousal of the autonomic nervous system“.

Based on the research findings above,the research realized how anxiety can effect the teaching and learning process of language in the classroom. Therefore, the research want to do an analysis of students' anxiety in learning English. The researcher chose MAN Karo as the research setting, because based on the preliminary; it was found that there were some students who experienced anxiety during english class. The students who experienced the situation tended to be silent and less active in classroom which led them difficulties to improve their English ability. The researcher understood that anxiety problems needed to be overcome to improve the quality of the students in their English abilities.

In Anggiyana (2014) Finds that, While other studies of foreign language anxiety focus on either both college or high school level, this present study focus on junior secondary school level and shows clear and convincing evidence of the causes of students' anxiety in learning English. According to the students, there are various factors that may contribute to their anxiety. There are at least six factors which are found in this study, they are: speaking in front of the class, being laughed at by others, incomprehensible input, teacher, students' beliefs, lack of preparation. The sources of these factors are not only from the teacher but also from the students. Moreover, those factors were discussed in this study, which deepened our understanding of foreign language anxiety. The results of Anggiyana's research (2014) show that speaking in front

of the class, being laughed at by others, incomprehensible lessons, what students believe about language learning, the nature of the teacher, and lack of preparation are factors that contribute to student anxiety in learning. English. Robby (2019) States that, the finding indicated that the students' anxiety in learning English, There are two kinds of anxiety were experienced by the students in learning English, they are state Anxiety and Trait Anxiety and First factor is type of task which demands classroom presentation. Students feel anxious when the activities in the speaking class demand them to speak in front of the classroom participants. The research of Robby (2019) shows that there are two types of anxiety experienced by students in learning English in the classroom, namely State anxiety and trait anxiety. In Rayani, et al (2016) finds that The purpose of this research was to know students' anxiety in speaking English. The researcher choose this populations because they had problem about anxiety in speaking English in the class. This study investigated students' anxiety in speaking English. The aims of this study are to figure out: (1) The students' strategy to reduce their anxiety to speak English. and (2) The factor students' anxiety in speaking English. Based on the data gained from questionnaire and interview, some conclusions can be drawn. The research Rayani, et al (2016) The results show that the strategies used by students in dealing with their anxiety are: Positive Thinking, Resignation, Peer seeking, Preparation, and Relaxation. In addition, the factors that cause students' anxiety in speaking English are: fear of speaking inaccurately, fear of negative evaluation, and low speaking skills. In Siti (2020) In this section, the research describes the conclusions that have been written in the underlying theories and previous studies. The conclusion answer the problem statements of this study. The students' anxiety of english public speaking on important issues in speaking skills. The research Siti (2020) This study aims to describe the anxiety factors and strategies for anticipating anxiety experienced by students. In Maysari (2020) this research conducted to find out the students' speaking anxiety and the factors contributed to speaking anxiety. The Result of this study revealed that the percentage students' anxiety in speaking and The result of this study revealed that the highest percentage of factors contributing students' speaking anxiety. The research Maysari (2020) The study investigated students' speaking anxiety and found out what factors contributed to students' anxiety in learning English.

From the five research opinions, it can be concluded that, The source of these factors is not only from the teacher but also from the students. The results showed that speaking in front of the



class, being laughed at by others, incomprehensible lessons, what students believed about language learning, teacher's nature, and lack of preparation were factors that contributed to students' anxiety in learning. There are two types of anxiety experienced by students in learning English, namely state anxiety and trait anxiety and the first factor is the type of task that requires presentation in class. The researcher chose this population because they have problems about anxiety in speaking English in class.

concurrently, during the teaching practice at Man Karo, the researcher found signs of anxiety among students. Many of them become restless, causing avoidance and reduced participation in class. They are afraid and embarrassed to practice with the target language, in this case the target language is English, because they are worried that they will make mistakes. One of them thought that if he made a mistake, his teacher would be angry and his friends would mock him. So he prefers to be silent and sit passively. While some of them also believe that English is a difficult subject. These beliefs can affect their self-esteem and make them feel anxious in class. In the end, when they were asked to practice, they began to stutter. In addition, some of them cannot produce sound or intonation even after several repetitions because they are not sure if they can practice their English. It is quite difficult for writers to do proper learning activities with them.

## **B. Statement of the Problems**

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

1. What are the levels of anxiety experienced by the students in learning English?
2. What factors do students' believe to contribute to their anxiety in learning English?

## **C. Purpose of the 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. Significance of the 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.

In this study, there are two significances of the study, namely;

### 1. Theoretically Contribution

The ultimate outcome of this study is expected to be input in practicing and learning process especially for knowing the students' anxiety in learning English at the MAN Karo and give additional information and knowledge to the readers especially to the students and lectures in English Department.

### 2. Practically Contribution

Practically, this study is expected to have contribution for;

- a. For the lectures or teachers.

The researcher hopes this study can give some suggestion for classroom interaction in English class of the X MIA 1 at MAN Karo.

- b. For Others

The researcher hopes this study will be useful as guidance of reference to the next researcher in students' anxiety in learning English at the X MIA 1 at MAN Karo and it can give contribution to the society.

- c. For the researcher

The researcher hopes this study will give new knowledge to the researcher itself about students' anxiety in learning English at the X MIA 1 at MAN Karo. The researcher hopes this can be developed the writing ability and this study will be done by the researcher as

one of requirement on getting S1 Degree in English Education, Education Faculty and Teacher Training, The State University Quality Berastagi.

