

## **CHAPTER I**

### **INTRODUCTION**

In this chapter the writer presents background of the study, formulation of research questions, objectives of the research, significance of the research, limitation of the research, and definition of key terms.

#### **A. Background of the Study**

One of the factors that influence students learning English is psychological aspects, in this case such as anxiety. Students' anxiety is a real problem that the majority of students face in learning English as a foreign language. According to Horwitz (1986: 125), some learners may claim to have a mental block against anxiety when they come to learn to speak a second or foreign language. It makes students have less confidence, stress, and nervousness that impede their learning process.

In the recent approach such as Communicative Language Teaching (CLT), students are expected to interact with other people through pair or group works. Conversely, the demand on communication in the modern language classes may enhance students' anxiety, as there are more chances for their weaknesses to be exposed in front of others (Tanveer, 2007: 2). So, there is a dilemma about how to conduct teaching and learning activities which are suitable for all students. The condition makes the anxiety in EFL learning important to be investigated. Anxiety is a kind of disadvantage that makes students unable to perform their competence. Actually, they know something about what they have to say but they cannot show it due to anxiety. Therefore, the problem should be identified to get some solutions to encourage students' confidence and competence.

What causes anxiety in students' performance is the central question of the study. Language anxiety may be a result as well as a cause of insufficient command of the target language (Sparks and Ganschow; cited in Horwitz, 2001: 118). It means that inappropriate instruction in the teaching and learning

process of the target language class can lead foreign language learners to the problems which are related to language anxiety. Within social contexts, language anxiety may be experienced due to extrinsic motivators (Schwartz, 1972; cited in Scovel, 1991: 16), such as different social and cultural environments, particularly the environments where foreign language learning takes place. The target language is a representation of another cultural community. There is a predisposition among some people to experience such anxiety because of their own concerns about ethnicity, foreignness, and the like (Gardner cited in Horwitz & Young, 1991: viii). The social status of the speaker and the interlocutor, a sense of power relations between them, and gender could also be important factors in causing language anxiety for foreign language learners.

In the class, anxiety not only influences the student who feels it but also other members of the class such as the teacher and friends. For the teacher, student's anxiety impedes the learning process because some students do not want to give and act more like speaking, while the teacher gives him/her instruction to speak in English. For friends, the existence of some anxious students will obstruct their progress because there will be less competitive atmosphere in the class. The conditions make it possible that anxiety can influence the development process of students' achievement in all english skills class.

There has been a good development of literature in the field of English language instruction dealing with the psychological aspects of learning, like anxiety. Numerous researchers have shown that anxiety (Horwitz et al. 1986; Liu, 2006; Liu and Jackson, 2008; MacIntyre and Gardner, 1989) are significant factors in second and foreign language acquisition and affectivity. Foreign language anxiety is becoming ever more vital in second language acquisition studies. Generally, anxiety is viewed to be detrimental to performance on learning tasks that require attention and deliberate effort (Roccas & Brewer, 2002). Horwitz and Cope (1986 : 125) defined anxiety as a "subjective feeling of tension, apprehension, nervousness, and worry". A

study conducted on foreign language anxiety has shown that anxiety might prevent language learners from achieving a higher level of proficiency in foreign languages and it is negatively related to foreign language learning (Aida, 1994).

There are several previous study determine students' anxiety in EFL learning conducted by Musthachim (2014) the result of the study showed that speaking in front of the class, being laughed at by others, incomprehensible input, students' beliefs about language learning, teaching personality, and lack of preparation were the six factors that may contribute to the students' anxiety in learning English. Soim (2014) the hypothesis that there is a significant difference in foreign language anxiety between male and female students of SDN Samirano in learning English is rejected. The present study provides evidence that the difference of the foreign language anxiety scale between male and female students is not significant. This raises a question because it is not congruent with existing theories. The uniqueness of this finding of the study may indicate a new phenomenon concerning gender characteristics.

Futhermore, Herwanto (2013) the findings of the study describe six factors that cause language anxiety. The first factor is the type of task which demands classroom presentation. Students were afraid if their weaknesses were being exposed in front of the classroom participants. The second is fear of making mistakes during students' speaking performance which commonly happen on pronunciation, grammar, and vocabulary. The third is the role of the language teachers related to teachers' ability to maintain a suitable teaching and learning process for the students. The fourth is self perception or self esteem. It is about students' thought and estimation towards their own capability in mastering the speaking skill. The next is the gap of competence which refers to students' competence in speaking compared with others. The last is limited exposure to English. It is related to students' lack of practice and experience in speaking which affects their confidence and ability in speaking. Abdillah (2018) the result of the study showed in two factors, they are internal factors (attitude, speaking in front of the class, being laughed at by peers,

incomprehensible input, students beliefs about speaking English, lack of preparation) and the external factors (teacher personality, school environment, family environment).

As indicated above, anxiety plays a vital part in English learning outcomes (Liu and Huang, 2011). Additionally, in the field of school education, such as high schools and colleges, much research has been conducted on anxiety in English learners. From some of the previous studies previously mentioned, the realm that has not been studied is the aspect of anxiety in the level of students at the university, because according to the SLA theory by Stephen Krashen, Michael Long and Robin Scarcella (1979) adult students and older children learned at a faster pace than younger kids. This may demand cognitive maturity and involves metalinguistic skills, because adults may be able to use cognitive and metacognitive abilities and strategies to learn many aspects of L2 initially more quickly. Given the context technical universities have been developing and the need for their students learning English has been increasing. Therefore, researcher are interested in seeing and digging deeper and understanding how students' anxiety specially at their age (university students) in learning foreign languages such as factors that influence anxiety and what strategies they use to reduce these anxiety in learning English at IAIN Tulungagung. Because according theories of SLA, different ages will had different anxiety either.

## **B. Formulation of Research Questions**

The formulation of the problem in this study are:

1. What are the factors affecting students' anxiety in EFL learning?
2. How that factors affective students' anxiety in EFL learning?
3. How do the students' strategies to reduce their anxiety in EFL Learning?

## **C. Objective of the Research**

The objective of the research in this study are :

1. Aimed to discover the factors that affective students' anxiety in EFL Learning.
2. Aimed to discover how that factors affective students' anxiety in EFL learning.
3. To give recommendation on strategies that can be used by students to reduce EFL learning anxiety.

#### **D. Significance of The Research**

The expected benefit of this research is to broaden knowledge about several factors that affect students' anxiety in English classes. It will also be able to help EFL students and practitioners or teachers to gain a deep understanding of the factors so that they will get more awareness related to anxiety. As a result, this research can be considered for further research to find effective ways to overcome these problems.

#### **E. Limitation of The Research**

To limit the problem, the writer will focus the study on the psychological factors of the learner. This will be further limited to language anxiety. The choice of this problem is based on the fact that language anxiety is one of the influencing factors in the teaching and learning process.

#### **F. Definition of Key Terms**

##### **1. Anxiety**

Anxiety is a psychological aspect that exists in every individual in the form of worry, anxious, fidgety, fear that appears simultaneously and gives a less good impact on individual behavior and makes the individual unable to develop properly.

##### **2. Factors of Anxiety**

Anxiety factor is an unpleasant feeling or state that is felt by individuals caused by the discomfort of something that is being done or has been done by the individual.

### **3. Strategies in Reduce Anxiety**

Efforts/ways taken by the students to minimize their feeling of being fear when they learn english.