

CHAPTER I

INTRODUCTION

This Chapter presents background Of The research, statement of the research, objectives of the research, significance of the research, scope and limitation of the research, definitions of key terms.

A. Background of the Research

English is an international language, which has been used by the majority of people around the world. English is also the second language that we must learn as a mandatory requirement when we want to achieve certain goals. People speak English as their mother tongue in some countries such as Australia, America and England. English is also used in several sectors such as business, promotion and academic or education. Learn English as a second language is currently very important in the world of education, because English is very popular in the world, almost all Indonesian students are interested in English after all it is to add insight. According to Davies and Pears (1998) the main goal of all English learning is to enable students to communicate effectively and accurately in English. In fact, when students learn English, some students who often get into trouble, especially in controlling emotions.

Emotions are a important role in the learning process because when the emotions are good, students will be able to improve the ability in process the information received. Brown (1991) point out that Emotions influence learning in the most crucial manner, since emotions cornerstone of learning methods and techniques. In other words , emotions can make or not interested in learning. For example when students can get things done successfully, emotions will feel happy. Emotions can also energize

students' thinking and influence student learning, negative emotions as well as fury, sadness, and anxiety that have the opportunity to interfere with students in learning.

Unfortunately, when learning a foreign language students' emotions are often frustrating than encouraging. Anxiety is one of the mental states which causes this phase complicated. Wooten (2008) Views anxiety as a negative mood of concern accompanied with psychological characteristic. Anxiety can interfere with students in the process of learning a language. Feeling tension, worried and nervous will make students feel their abilities will not be successful in learning a foreign language.

There are many factors for students' learning anxiety. the first is that students lack confidence, this is common when students have conversations with the speaker, they are not confident because they are afraid of what is being said wrong and the other person cannot understand. In situations like this, they will choose to be quiet and only listen the speaker.

The second factor of the students' anxiety in learning is their lack of motivation. Motivation also adds energy when learning. Aftat (2008) suggests that inspiration is the result of effective teaching In his further clarification, he emphasizes inspiring students to read and effectively interact in English. In other words, the teacher must have passion, be creative and give students motivation so that students are confident.

Many students want to learn English but fear to defeat their intentions. Besides, when students are wrong they will be laughed at by others. That's why they lost confidence. Students do not have to appear in front of the class, especially in front of other students, they also worry that they will look weird and embarrassed.

Anxious can be experienced by anyone, including those from the English department. English lessons are not only given to the English department but also all majors at IAIN Tulungagung. One of them is majoring in Islamic psychology. In

psychology, English lessons important are taught for personality development and application of the principles of English regarding the importance of psychology. After studying English, hope that students can use English to understand terms that are commonly found in psychology books using English.

As a psychology students who also studies anxiety and knows how to deal with anxiety. Many psychology students want to master English but they are afraid of being wrong when trying to speak English. They are afraid of being laughed at by others. Because of that many students avoid English pronunciation when required by the lecturer to pronounce English sentences. They claimed to have nervousness and anxiety until his hands were wet and his body was shaking.

Some study dealing with students anxiety have been conducted by some researcher. Faizah (2017), entitled "*Speaking Anxiety in Classroom Presentation Encountered by the Sixth Semester Students of English Education Department at IAIN Tulungagung*". It was found that the factor caused speaking anxiety in speaking English were: self-awareness, lack of self confidence, fear of negative evaluation, lack of preoartation, fear of making mistakes, low oral English level of sstudents, inability to understand strange sound and words.

In addition, Another study conducted by Herwanto (2013) "*Factors that cause language anxiety in the English classroom speaking performance in SMPN 4 Pakem Yogyakarta*". The focus of this research is to describe the actors that cause anxiety in English classroom language expression as one of the reasons, in order to have a broader understanding of this phenomenon. this Research is classified as descriptive qualitative research. The findings of this study describe six factors that cause language anxiety. class letures are required, fear of making mistakes, the role of language teacher, self-awareness, ability, and limited English exposure tasks.

In a similar with the learning foreign language, the researcher find in foreign language anxiety at students of Psychology department at IAIN Tulungagung. To understand the factors affecting foreign language anxiety, the researcher conducting a research with the title **“Students’ perspective on anxiety in learning English.”**

B. Statement of the Research

Based on the background of the research , the main pupose of this study is to analyze students perspectives anxiety in learning English the problem is formulated as follows:

1. What factors students believe to contribute to their anxiety in learning English ?
2. How do the students strategies to reduce their anxiety in learning English ?

C. Objectives of the Research

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

1. To figure out what factors to contribute anxiety in learning English as perspective by Psychology students of IAIN Tulungagung.
2. To know the strategies for students to reduce anxiety in learning English.

D. Significance of the Research

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

1. Students

The result of the study is that the study can help students understand these factors in depth. As a result, they will acquire more fears related to anxiety.

2. English Lecturer

The result of the study will help them understand students' anxiety in learning English. And lecturer can improve their grades in the teaching process

3. Other Researchers

The result of the study can provide reference for other researchers who wish to conducted research under the same theme and purpose.

E. Scope and Limitation of the Research

The scope of this study was students of Psychology department of IAIN Tulungagung. The researcher limit the study on perspective students of Psychology department about Factors that students are anxious about learning English and strategies to reduce it.

F. Definitions of Key Terms

1. Learning English

The main goal of all English learning is to enable students to communicate effectively and accurately in English (Davies, 1998).

2. Anxiety

Subjective tension, anxiety, neuroticism and worry related to automatic nervous system arousal (McIntyre and Gardner, 1994: as cited Tanver in 2007:4)

3. Students' Perspective

The students' opinion about anxiety covering the factors affecting them to be anxious, how each factor affect them to be anxious and how to reduce their feeling of anxiety.