

CHAPTER I

INTRODUCTION

This chapter explains about background of the study, research question, objective of the study, significance of the study, scope of the study and definition of the key terms.

A. Background of the Study

Language learners frequently are known that they are frustrated by learning English because of struggle to memorize new vocabularies, unsupported society, difficult to understand their teachers and nervousness of speaking in front of the class. The struggles depend on any background such as education, society, age, facilities and many more. Everyone has their own obstacle, start from pronunciation, ability, grammatical, vocabularies, and understanding.

Anxiety can be explained related to, negative feelings, apprehension and self-focus in interactions (Aslan & Thompson, 2018; Thompson & Khawaja, 2016; Toyama & Yamazaki, 2019). Anxiety is an agitation feeling that caused by someone who always considers something that will happen in the future will always be terrible. Horwitz et al. (1986) explained anxiety is a subjective feeling builds agitation, fear and worry related to nervous system rising.

English is learned and taught as a foreign language in Indonesia, due to that students have a lot of reason they struggle in learning English, such

as competition, speaking ability, understanding processing (Waseem & Jibeen, 2013, p. 176). Most foreign language learners struggle anxiety in their language learning progress (Worde, 1988). Foreign language anxiety is able to give negative impact to learners limited vocabularies spoken and difficult to understand grammatical. Several learners are afraid of be laughed by friends is one of factors of difficulty to practice English (Azzam, 2012).

The first previous study was The Level of Students' Anxiety in Speech at Universitas Muslim Nusantara Al-Washliyah Medan conducted by Harahap & Rozimela (2021). This study analyzed anxiety levels of the students at sixth semester of English Department of Muslim Nusantara University in academic year 2020/2021 where this study discovered that 115,3% of the students showed they were at anxious level, 98,2% of the students had middle anxious level and 9,2% of the students were indicated at very anxious level. The second previous study was conducted by Hidayati (2021) found out the language level of anxiety of non-English major students who lived in rural area with the causes. This study showed a result that in gender part, the female group was indicated more anxious than male group. A negative opinion is the main cause of language anxiety showed the highest average mean 3.5 with communication apprehension and test anxiety. The third previous study was conducted by Noviyenty (2021) investigated about anxiety of elementary school students' in learning English followed by factors that affected their anxiety and several

teachers' procedure to minimize their anxiety. Its result shows their anxiety came from several factors, for example communication apprehension and afraid of negative evaluation. To reduce students' anxiety, teachers have strategies to do such as music, relaxation, motivation and laughter.

Based on the explanation above, the writer is interested to do a research then going to find out student anxiety levels in learning English as a foreign language. Therefore, this research is entitled "Students' Anxiety in Learning English as a Foreign Language".

B. Research Question

Based on the background above, the researcher formulated the research question as follow: "What is the level of students' anxiety in learning English as a foreign language?"

C. Objective of the Study

Based on the research question, the objective of the research is followed "to find out the level of students' anxiety in learning English as a foreign language".

D. Significance of the Study

The result of the research is hoped to advantage for a reference to know level of students' anxiety in learning English as a foreign language.

E. Scope of the Study

Based on the research question above, the researcher focused on find out the levels of students' anxiety in learning English as a foreign language.

F. Definition of the Key Terms

1. Anxiety

Anxiety is a feeling of pressure, tension, and stress. Anxiety can affect students in their language learning achievement, mostly when learn a foreign language in school. Anxiety can be indicated by too much agitation and increased heart rate with muscle tension.

2. Foreign Language

A foreign language is explained as a language that is not spoken by most people in certain country of region is not used in school as a media of instruction and is not really common used in government as a main communication.