

CHAPTER I

INTRODUCTION

In this chapter presents the general information about the topic. It discusses the introduction of the study, research question, research objective, significance of the study, research hypotheses, limitation of the study, and definition of key terms.

A. Introduction

Indonesia has experienced an English skill downturn. English First (EF) has released the English Proficiency Index report for the year 2023. The result is that Indonesia is ranked 79 out of 113 countries and categorized as having a low proficiency index ¹. Since 2017, Indonesia has experienced a downturn from the 39th to the 79th. This data indicates that there is a problem with students' learning process.

Some factors caused the decline of students' English skills. The factor can be from internal factors and external factors. The internal factors include: 1. The low student motivation and Interest in learning English, 2. Students feel bored with the lesson and feel English is difficult (Learning strategies); 3—the students' anxiety ². Several studies have also proven that those factors can cause a decline in students' English skills. It proves that a significant correlation exists between students' motivation and English proficiency ³. Then, as it is stated, there was a significant difference in score and effect between students who used the metacognitive strategy and those who did not use the metacognitive

¹ English First, "EF EPI 2021 – EF English Proficiency Index," 2023, <https://www.ef.com/wwen/epi/>.

² Muhtarom Muhtarom dan Azizatul Maghfiroh, "Student Difficulties in English Learning During Limited Ptm Period," *International Journal of Research on English Teaching and Applied Linguistics* 2, no. 2 (2022): 10–14, <https://doi.org/10.30863/ijretal.v2i2.2450>; Tri Indah Rezeki dan Rakhmat Wahyudin Sagala, "the Students' Difficulties in Learning English At Madrasah Ibtidaiyah Teacher Education Study Program," *Jurnal Serunai Bahasa Inggris* 13, no. 1 (2021): 31–35, <https://doi.org/10.37755/jsbi.v13i1.342>.

³ Eka Septiani, Ismail Petrus, dan Soni Mirizon, "The Correlations Among Teachers' Competences, Students' Learning Motivation, and Students' English Proficiency," *Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra* 5, no. 1 (2021): 143, <https://doi.org/10.26858/eralingua.v5i1.14316>.

strategy⁴. The study conducted by Sabti shows that there is a significant correlation between students' anxiety and their writing performance. Students who have a high level of anxiety tend to have low writing achievement, and students who have a low level of anxiety tend to have a high writing achievement⁵. Based on several studies that have been explained, those three factors (anxiety, motivation, and Language Learning Strategies) have an essential role in students' success in learning English.

Students' anxiety effect can lead to the success of students. The student who has anxiety will feel discomfort, lack of confidence, fear, and worry that something terrible will happen. It is usual for students to experience anxiety in the learning process or complete a task that they thought was difficult. It will impact students when it becomes excessive and is not appropriately addressed⁶. Previous studies stated that students who have a high level of anxiety tend to have low achievement⁷. Another study stated in the finding that there is a close association between anxiety and motivation in speaking activity. It is caused when learners have a low-level anxiety, students will be more motivated⁸. So, the result of students' low achievement is resulted from students' anxiety, which affects students' motivation to learn⁹.

Students' motivation can influence how they learn. Williams stated in Harmer's book, "Motivation can provoke the student to a decision to act, as a result of sustained intellectual and physical effort, so that the person can achieve

⁴ Abdul Muhid et al., "The effect of metacognitive strategies implementation on students' reading comprehension achievement," *International Journal of Instruction* 13, no. 2 (2020): 847–62, <https://doi.org/10.29333/iji.2020.13257a>.

⁵ Ahmed Abdulateef Sabti et al., "The Impact of Writing Anxiety, Writing Achievement Motivation, and Writing Self-Efficacy on Writing Performance: A Correlational Study of Iraqi Tertiary EFL Learners," *SAGE Open* 9, no. 4 (2019), <https://doi.org/10.1177/2158244019894289>.

⁶ Rohiyati Berutu dan Mutiawati Mutiawati, "Understanding learning anxiety and mental health of final year students: A qualitative study," *ProGCouns: Journal of Professionals in Guidance and Counseling* 4, no. 1 (2023): 42–51, <https://journal.uny.ac.id/index.php/progcouns/article/view/60000>.

⁷ Sabti et al., "The Impact of Writing Anxiety, Writing Achievement Motivation, and Writing Self-Efficacy on Writing Performance: A Correlational Study of Iraqi Tertiary EFL Learners."

⁸ Mehrdad Moradi dan Mohammad Reza Jamili, "Role Of The Motivation And Anxiety In Learning English" 7, no. 9 (2021): 609–14, <https://doi.org/10.5281/zenodo.5895086>.

⁹ Rod Ellis, *Understanding Second Language Acquisition*, Second Edi (United Kingdom: Oxford University Press, 2015), www.oup.com/elt/teacher/understandingsla.

the goal"¹⁰. So, motivation is the result of goals and expectations. Motivation will set students' goals and act in ways that students believe will help them attain them. By comparing present performance to the goal and noting progress, people experience a sense of self-efficacy for improvement¹¹.

The appropriateness of language learning strategy will impact students. A strategy is a tool a student uses to put across meaning when a student is struggling due to insufficient student language¹². The implementation of language learning strategies is affected by some factors: purposes, personality traits, task requirements, and motivation¹³.

The importance of those variables that have to be investigated is that they are correlated with each other. Anxiety can be a predictor variable for motivation, then the motivation is affected by anxiety, and motivation can be an affected variable for language learning strategies.

Knowing the importance of investigating anxiety, motivation, and language learning strategies, it is also essential to research this topic. Since there is a lack of previous studies on this topic, The researcher intends to investigate students' anxiety, motivation and language learning strategies in learning English.

In some cases, there was a student who had more success than other students. The different successes of students are affected by their diversity¹⁴. Based on the explanation, three factors are the fundamental components of student individual difference variables.

Despite the significant correlation between students' anxiety, motivation, and language learning strategies, there is a lack of previous studies on this topic in the Indonesia context. Specifically, the English proficiency index report for

¹⁰ Jeremy Harmer, *How to Teach English An Introduction to practice of English Language Teaching* (Malaysia, 1998).

¹¹ Dale H. Schunk, *Learning Theories An Educational Perspective*, Sixth Edit (Boston: Pearson Education, 2012), <https://doi.org/10.1007/BF00751323>.

¹² Ernesto Macaro, *Learning Strategies in Foreign and Second Language Classrooms*, First Edit (London: Continuum International Publishing Group, 2001).

¹³ R.L Oxford, *Language Learning Strategies What Every Teacher Should Know* (Boston: Heinle & Heinle, 1990).

¹⁴ Muriel Saville Troike, *Introducing Second Language Acquisition* (New York: Cambridge University Press, 2006).

2023 indicates that Indonesia has experienced a decline in English proficiency, with a low proficiency index. This suggest that there is a problem with students' learning process, particularly in terms of anxiety, motivation, and language learning strategies. Therefore, there is a need for further research to investigate the relationship between these variables and their impact on students' English learning outcomes in Indonesia.

In conclusion, this study aims to investigate the relationship between students' anxiety, motivation, and language learning strategies in learning English in Indonesia.

B. Research Question

1. What level and types of students' anxiety, motivation and language learning strategies do students have in learning English?
2. Is there any correlations among students' anxiety, motivation, and language learning strategies?
3. How do students perceive the roles and effect of anxiety, motivation, and language learning strategies?

C. Research Objective

1. To know the types of students' anxiety, motivation, and the level of language learning strategies used.
2. To know the correlation of anxiety, motivation, and language learning strategies.
3. To know the perception of students toward the roles and effect of anxiety, motivation, and language learning strategies.

D. Hypotheses

H₀: There is no significant correlation between anxiety and motivation

H₁: There is significant correlation between anxiety and motivation

H₀: There is no significant correlation between motivation and language learning strategies

H₂: There is significant correlation between motivation and language learning strategies

H₀: There is no significance correlation between anxiety and language learning strategies

H₃: There is significance correlation between anxiety and language learning strategies

H₀: There is no correlation among anxiety, motivation, and language learning strategies.

H₄: There is correlation among anxiety, motivation, and language learning strategies.

E. Significance of the study

This study is concerned with anxiety, motivation, and language learning strategies. By conducting this research, the researcher expects the result to be beneficial.

1. For the teacher

Theoretically, the teacher knows the roles and effects of anxiety, motivation, and language learning strategies so the teacher can understand students' differences in learning English for better language acquisition.

2. For the student

This study, helping students can coping mechanisms to manage anxiety and perform better in English language learning, gaining confidence and motivation. the study provides practical strategies for students to improve their English skills, reduce anxiety, and develop a positive attitude towards learning.

3. For Further Research

It will provide new insight for other researchers and a deeper understanding of the research topic

F. Limitation

Based on the research question that the researcher has proposed, the researcher limits the research to investigating anxiety, motivation, and language learning strategies at SMP Pawyatan Daha 1 Kediri.

G. Definition of key terms

1. Anxiety

Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.

2. Motivation

Motivation is the process of instigating and sustaining goal-directed behaviour.

3. Learning strategies

learning strategies are particular thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information.

4. Students' perception

It is gaining the data through an interview guide from a student's perspective about the investigated topic.

5. Role & Effect

The behaviour expected of an individual and giving a change is the result of the behaviour.