

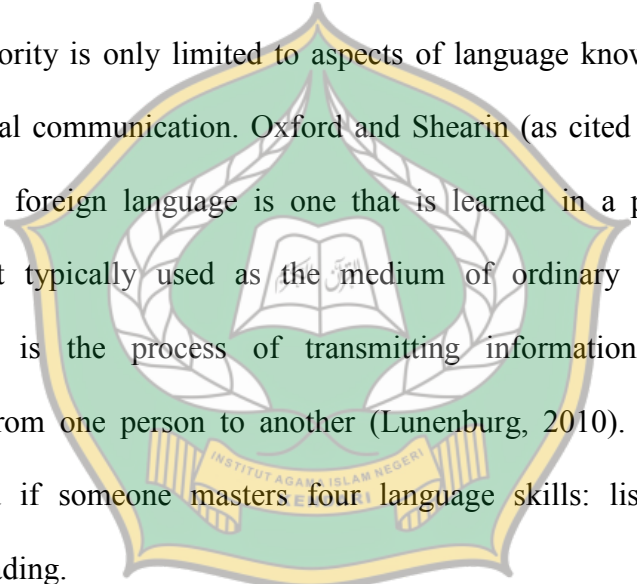
CHAPTER I

INTRODUCTION

This chapter is intended to receive background of the study, scope of the study, research question, purpose of the study, significance of the study, definition of key terms.

1.1 Background of the Study

As a world language English is not only as an academic necessity because its authority is only limited to aspects of language knowledge, but as a medium of global communication. Oxford and Shearin (as cited Fika Megawati, 2016) state that foreign language is one that is learned in a place where the language is not typically used as the medium of ordinary communication. Communication is the process of transmitting information and common understanding from one person to another (Lunenburg, 2010). Communication can be realized if someone masters four language skills: listening, writing, speaking and reading.



In addition, there are three language elements that play an important role in supporting the four skills, namely pronunciation, vocabulary, and grammar. On the other hand, to achieve good English language skills, proficient and professional language instructors are needed in order to produce quality students. In addition, mastery of the material and practice must be given to students in a balanced way.

In Indonesia for example, the English language has become the second language that is compulsory to be learned by all primary and secondary school

students regardless of their first language background. The importance of it is also acknowledged until the tertiary level where almost all universities in Indonesia have included the English language as a subject compulsory to be passed. Not only that, but the education ministry is also continuously encouraging Indonesians especially students to master the English language. Whether learning a new language as a second or foreign language, both are considered as important in life, especially for students.

But, in the process of learning English, language anxiety emerged as one major issue interfering with the students' development in learning English. Foreign language anxiety has been a topic of much interest and research in recent years (Ellis, 2008). Especially the 1980s witnessed the breakthrough in the studies on foreign language learning anxiety (Wang, 2004). According to (Horwitz and cope, 1986) state that language anxiety as a distinguished construct of anxiety different from a general feeling of anxiety, moreover anxiety was described as a feeling of tension, fearful, uneasiness, or worried that emerged due to a number of activities taking place in a foreign language class.

Language anxiety has long been recognized as an obstacle in learning English. Anxiety experienced in learning English language can be debilitating and may influence students' achievements of their goals (Khattak, Jashmed, Ahmad, Mirza and Baig, 2011). According (Horwitz, 2001) anxiety as perceived intuitively by many language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of

psychology and education. In case of language learning, these difficulties lead many researchers to look into this popular problem and try to cure it.

Bailey (1983) argued through the analyses of the diaries of 11 learners found that competitiveness can cause anxiety on the part of the learners. He found that students' have the tendency to outperform each other to gain positive feedback from their teacher regarding their progress and competence. He also found that test and the learners' perceive relationship with their teacher also contributed to the learners' language anxiety. Moreover (Na, 2007) state language anxiety can make learners get discouraged, lose faith in their abilities, escape from participating in classroom activities, and even give up the effort to learn a language well.

Therefore, Young (1991) state language anxiety is caused by (1) personal and interpersonal anxieties, (2) learners belief about language learning (3) teacher beliefs about language anxiety (4) teacher-learner interactions, (5) classroom procedures, and (6) language testing. Previous studies indicated that language anxiety is an important issue in English language learning in Indonesia.

While, Anggiyana (2014) found that six factors contribute to the students' anxiety in learning English. (1) The students started to worry when their teacher asked them to practice their speaking in front of the class. (2) Being laughed at by other students when they make mistakes. (3) Unclear explanation by teacher make students felt uneasy when they do not understand what teacher said. (4) Students' belief about language learning. (5) Teacher personality, and (5) lack of preparation.

Since anxiety can have main effects on foreign language learning. It is important to explore the students' anxiety. Therefore, the writer is eager to investigate what factors, as perceived by students may contribute to the anxiety in an attempt to understand the issue of anxiety in learning English more deeply especially at MAN 1 Kendari.

1.2 Scope of the Study

These studies will focus on the causes of students' anxiety in English language learning at X grade of MAN 1 Kendari.

1.3 Research Questions

To achieve the purpose of the study, this study will focus on the following question as: What are the causes of students' anxiety in learning English as a Foreign Language?

1.4 Purposes of the Study

Based on the background of the study, this study aims to investigate the causes of students' anxiety in learning English as a Foreign Language.

1.5 Significance of the Study

The results of this study are expected to give contributions to all readers especially for EFL students, teachers EFL class and the researcher:

For students, this research is expected to add knowledge of EFL students' anxiety in English language learning; the factor causes anxiety and how to solve the causes. For the teachers, this research can be used as a source of knowing of the causes of students' anxiety, so that the teachers can analyze the solution in teaching English language in foreign language anxiety. For the next researchers,

this research could be as the preliminary source for further research in the same field.

1.6 Definition of Key Terms

For the purpose of this study, the terms to be defined are listed as the following.

EFL is an abbreviation for “*English as a Foreign Language*”. EFL is the use of English by someone with different native speakers. This is mainly used to talk about students (whose first language is not-English) learning English while living in their country. in this case Indonesian students learning English in Indonesia because they live in a non-English speaking country.

Anxiety is “the subjective feeling of tension, apprehension and nervousness associated with the situation of the respective language learning Horwitz, (cited in Nazim, Merine, Adhikary, 2016).

Foreign language anxiety as “a distinct complex of self perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” Horwitz et al, (cited in Senel Elaldi, 2016)