

## **Chapter One**

### **Introduction**

In this chapter, the researcher explains the background of this study, statement and limitation of the problem, research question, purpose of the research, hypothesis, significance of the research, and organization of the chapter. This chapter leads the reader to know actually the problem of this study.

#### **Background of the Research**

Language is an important tool to transfer our intention with others in a certain situation. The primary language used by several countries is English. English can be used as a Lingua Franca. Seidlhofer (2005) stated that English as a Lingua Franca has emerged as a way to referring communication in English between speakers who have different first language. The position of English as a Lingua Franca encourages students to learn English. In Indonesia, the national language which is Bahasa Indonesia is spoken by a majority of population (Lauder, 2010). In line with Kachru (1992), Indonesia belongs to the nation which recognizes the importance of English as an International language. In addition, English is taught as a foreign language.

Indonesians who regard English as a foreign language have some difficulties and obstacles in learning English. One of the obstacles among students is anxiety in the classroom. Anxiety is a mental state of body's reaction to stressful, dangerous, uncomfortable feeling, trouble concentrating of unfamiliar situation that appropriate with cognitive and emotional response to a perceived threat (Goldberg, 2017). It means that anxiety affects to the body and feeling of somebody. In learning process, it can distress the students' focusing.

Humphries (2011) explains that anxious learners may suffer from fear of English learning, fear of presentation, and fear of negative contribution. Fear of English learning is caused by learners' view about difficult subject in learning English. Fear of presentation is caused by nervousness to speak up in front of people in different situation. Fear of negative contribution is that the learners may have fear of peers' negative judgments, fear lack of preparation, fear of making mistake, fear of negative evaluation, test anxiety, classroom environment, and anxiety in English classroom (includes lecturer, teaching and learning styles). All types of fear give influence to the students in learning process.

On the other hand, students who can minimize their anxiety will have a good achievement (Saito & Samimy, 1996). They can keep their concentration if they are relaxed in class. Then, it helps them to learn the material maximally and pass the learning process without any obstacles. Encouraging students be aware to overcome their anxiety can realize them about their performance of studying. Thus, reducing anxiety of students will support their successful in learning process.

In this study, the researcher desires to explore anxiety based on her experience. Sometimes, she feels anxious to face the certain subject in the classroom. It is because the researcher considers that the subject is difficult and she is anxious to communicate with peers. On the other hand, the research which was conducted by Woodrow (2006) indicated that students of English language were more anxious in learning English as a second language. It was found of English for academic purposes (EAP) students who had courses to entering Australian Universities. Meanwhile, the researcher observes this research for university students' language learning. Even, based on the researcher's

observation during her time study in college, some of the students who had anxiety in the classroom are still found. They had tension, tremble, perspiration, and palpitation in the classroom which might indicate anxiety. Then, they also showed avoidance behavior, such as missing class and postponing assignment (Horwitz et al., 1986). Some of those students had the obstacles when they were going to speak up in a class. This led students to obtain a low score in their academic achievement. In addition, raising the issue of students' anxiety in relation to their achievement is essential because some students of English language Education Department (ELED) were having apprehension and nervousness in the classroom.

### **Statement of the Problem**

The researcher explained some problems related to students' anxiety or student achievement. The student who has appropriate preparation can follow the learning process without any apprehension and nervousness in the classroom. They can concentrate on certain subjects and absorb the materials well. Moreover, they will be confident to speak up in a class because communication skill is an important competence to improve soft skill of students. Communication skill will also encourage students to clarify their lesson and understanding confidently. Unfortunately, the students' anxiety in the classroom is still experienced by students of ELED in the classroom.

The anxiety faced by student commonly happens in the classroom. They have lack of confidence to speak up in a class or anxious when they want to clarify their lesson understanding of the lesson. Besides, performance of the student such as doing a presentation or practicing speech will be evaluated and will be included in the score for their academic performance. On the other hand, understanding of the materials for

student is also an important aspect to decide their academic grade. It means that students' anxiety may affect their academic performance and learning achievement.

### **Limitation of the Problem**

This study limited the discussion of students' anxiety in the classroom. The researcher focused on the anxiety of students in the classroom in relation to their achievement. The researcher also attempted to find out whether there is significance correlation between students' anxiety and their academic performance.

### **Research Question**

The research questions of this study are:

1. How is the level anxiety of ELED students at one private university?
2. How is the academic achievement of ELED students at one private university?
3. What is the correlation between students' anxiety and their academic achievement of ELED students at one private university?

### **Purpose of the Research**

The aims of this study are in line with the research questions above:

1. To investigate the level anxiety of ELED students at one private university.
2. To find out the academic achievement of ELED students at one private university.
3. To examine whether there is correlation between students' anxiety and their academic achievement of ELED students at one private university.

## **Hypothesis**

The researcher had hypothesis in this study. The hypothesis offered for this study is presented below:

The alternative hypothesis (Ha) : there is a correlation between students' anxiety in the classroom and their academic achievement.

## **Significance of the Research**

The findings of this research have benefits for researcher to prove the theory of the significance correlation between students' anxiety in the classroom and their academic achievement. For the teachers or lecturers, they can be aware if the student experiences anxiety. Then, they can help to overcome their anxiety. Then, they can help their students to encounter the obstacles of students' anxiety in a class. Moreover, they can motivate their students to be more active in a class. Besides, the students can be aware about their anxiety. So, they can think of how to deal with it in the learning process. This study also can inform to the readers about the correlation between the students' anxiety and the academic achievement. Thus, the theory of this study can help the other researcher to develop another case related to students' anxiety and students' achievement.

## **Organization of the Chapter**

This study has five chapters. The first chapter presents introduction that consists of background, statement of the problem, limitation of the problem, research question, purpose of the research, hypothesis, significance of the research, and organization of the chapter. The second chapter discusses the literature review. It reviews the definition of

foreign classroom anxiety and students' academic achievement. Then, it is also followed by review of related study.

Third chapter portrays research methodology. It defines types of the research design. It also describes the population and sample. Then, data collection instrument and procedure are explained. Data analysis is explicated afterwards. The fourth chapter shows the findings of this study. It is illustrated in the some figures and tables. Moreover, this chapter discusses the result based on the findings. It relates to answer the research questions. Finally, the last chapter explains conclusion and recommendation for several clusters.