

## **Chapter One**

### **Introduction**

This chapter explains some points of the problem from this research. In this chapter includes the background of the study, statement of the problem, limitations, and the research question of this study. The purpose of the research and organization of the chapter are also including in this research.

### **Background**

Nowadays, English language is important to be learned. The reason why it becomes important is because the English Language is Lingua Franca. Lingua Franca is used in international communication. For instance, people of different nationalities could communicate with each other with uses the English Language. Therefore, most people around the world are interested in learning the English Language. Some countries made the English language as a second language but in Indonesian, English language recognized by foreign language. In learning the English language usually, people will face problem to learn it. The problem that appears is anxiety. Horwitz (2001) found that anxiety has been one of the highly variable to interfere with people in learning the language. In the learning process anxiety will inhibit people to learn the language.

Anxiety makes students get a mental block in learning the English language. This issue makes students feel uncomfortable in the learning process. Horwitz, Horwitz and Cope (1986) argued that most of the people get a mental block to learn a foreign language. Also, this has happened to students who learn a foreign language. According to Ansari (2015) when people get anxious, they feel

nervous, worried and afraid. It has a big impact on students because it will inhibit student in learning the language.

Students got anxiety when they want to produce the language, at the same time students anxious to produce their language cause student's unconfident. In line with Boonkit (2010) asserted that the students get anxious just because they are lack of confidence in terms about making errors. And supported by Sadighi and Dastpak (2017) argued that anxiety involves with frightened, uncertainly, disease and worry with the situation where the language is learned. In other words, anxiety is a bad problem for students, with this issue students will choose their Bahasa rather than using their English language in the language learning process. The impact of it will affect to student's achievement.

When the students have high anxiety in learning English language, it will be connected to students' performance. Tseng as cited in Karaman (2016) explained that some studies showed a negative relationship between language anxiety and achievement, the higher the anxiety, the lower the performance. However, when students have no anxiety in the language learning process, students tend to be more comfortable in the language learning process. Moreover, students with no anxiety in producing language could increase student's confidence and motivated in term learning language. The student will be easier to share their ideas and their feeling when students have no anxiety.

On the other hand, anxiety disturbed the students in the language learning process. Tercan and Dikilitas (2015) defined that anxiety is emotion connected with psychological of someone who has an unexpected feeling. When anxiety comes up to students, its demotivated students in learning a language and this

issue also makes the student poor performance in class. As a result, it involves student achievement in class, even student feel worries to ask something to the teacher.

Based on the researcher's experience, anxiety has a big impact on students, especially for the first year students in English Language Education Department in one of University in Yogyakarta. Anxiety will appear to students when students used their English Language. The students of the first year students in English Language Education Department feel anxious in term of using their English language. For instance, when students engaged in producing the English language in the classroom, at the same time a lot of the students got anxiety. The reasons that make students anxious are the students were nervous, uncomfortable with the situation, lack of confident and negative of evaluation from classmate and teacher in using their English Language. As a result, it will impact student's motivation in learning the English Language. In several cases, it makes the students reluctant to practice their English language. As supported by Bhatti (2016) the anxiety of the foreign language students is influencing by their feeling of low proficiency, nervousness, and lack of confidence. Those problems could affect to student's achievement and have low performance in the classroom.

This study can be important for the student to be able to handle their problem in anxiety. Also, with this study, the teacher as a role model in class can minimize the anxiety of the students. Because of that, the researcher is interested to find the level of anxiety in foreign language learning of first year students in English Language Education Department.

## **Statement of the Problem**

There are many challenges in learning a foreign language, especially English language. Based on the researcher observed the first year students in ELED have few obstacles to learn the English language. One of the obstacles that students possibly have is anxiety. Yih, Cin and Ling (2017) state that anxiety is a feeling of fear, anxiety, and doubt in a learning process that impedes student learning nevertheless of gender. According to Horwitz et al., (1986) There are three domains factor of anxiety, those are communication apprehension, test anxiety and fear of negative evaluation. Most of the problem that students have are related to the factor of anxiety. Moreover, based on the researcher's observation, many students in ELED are afraid to express their feeling in the classroom. Just because, they are lack of confidence to speak up to each other even to ask the teacher. When the student has a chance to produce their language in the classroom, the students anxious with their language. Furthermore, based on the problem that the researcher found, the researcher is interested in investigating the level of the first year students of ELED anxiety.

In fact, anxiety in learning language became a big problem for students, because this phenomenon suddenly appears when students want to use their English language. In the classroom the most problems happened about anxiety is when the teacher asks the students by using the English Language. At the same time, anxiety engages in this situation and make the student lack confident and nervous. The result is students will answer the question with a lot of filler and sometimes they mix with their Bahasa, but the teacher does not pay attention to that. In line with the issues, Indrianti (2016) stated that learners who feel anxious

in their English language may find their study less enjoyable. It makes the student choose to use their native language weather used the English language in the classroom. Because the students are afraid of making a mistake and get a negative evaluation from friends or teacher. This phenomenon is one of the characteristics of anxiety.

Based on the researcher experience, most of the first year students in ELED are afraid to use their English language in the classroom, because they feel anxious and nervous. For example, when the student does the presentation in front of the class. In this situation have a big possibility to get anxiety. Just because, they have no confidence and feel nervous when the student does the presentation. It is becoming a problem because they will learn and get knowledge using a foreign language but they are not used. If the students are not used the English language in the classroom, they will get nothing and it makes the student more anxious. First year student needs to learn to English language and apply it to other people.

### **Limitation of the Study**

There are three limitations to this study. The first limitation is this research focuses on the anxiety of the English language. Because in this research the population and the researcher are studying the English language major and also the population used the English language more than their native in English Language Education Department. The second is the respondent of this research is only first year students in English Language Education Department in one of a university in Yogyakarta. Because this is the first experience of the population to use their Language. The third limitation of this research is the sample size of the

research. The sample size is limited to 168 respondents, all of the students from first year students in English Language Education Department in one of University on Yogyakarta

### **Research Question**

In line with the aims of the study, the research is expected to answer two main questions.

1. What is the level of anxiety among the first year students in learning foreign language?
2. What is the level of each factor of anxiety among the first year student in learning foreign language?

### **The Purpose of the Study**

Based on the research questions, this research wants to find out:

1. To find out the level of students' anxiety in learning foreign language faced by first year students of ELED.
2. To find out the level of each categories of anxiety in first year student of learning foreign language of ELED.

### **Significance of the Study**

The result of this study may help the college to understand students' feeling. The teacher could use this result to improve a suitable policy for the students. Also, the students could use these results in handling their anxiety.

## **Organization of the chapter**

This part will be showing to the reader of the outline of each chapter from this research. There are five chapters in this research. In the first chapter, the researcher explained the background of the research and the statement of the problem. Moreover, in this research provide one main questions of the research. Furthermore, this research provides some purposes of the study, it makes the reader more understood of the research. Finally, the reader will know the benefit of this research named the significance of the research through reading it.

In the second chapter, the researcher provides a literature review that was explained from the other expert and researcher's statement. In literature review has some point that related to this research topic. There was a definition of anxiety the factor of anxiety and overcome the anxiety.

For the third chapter, the researcher explained the methodology of this research. What method being used by the researcher. The methodology involves research design, research setting, research participant, data gathering, data collection procedure, and data analysis.

For the fourth chapter, the researcher explained the finding of the research and discussion. In this chapter, the researcher spells out the data that have been gathered. Then, the researcher discussion about the data with the previous research.

For the fifth chapter, the researcher explained the conclusion and recommendation. The researcher concluded/summary the research. Then, the researcher gave a recommendation for this research.