

CHAPTER 1

INTRODUCTION

In this chapter, the researcher is going to explain about the introduction that consists of research context, research focus, research objective, significance of the study, definition of key terms, and previous study.

A. Research Context

Learning a foreign language could be considered a complex method that is not only influenced by language structures but also any other non-linguistic ones that are known as cognitive, metacognitive, and affective. The most significant influencing factors in impacting the academic Practice of students in second language learning is anxiety.¹ According to MacIntyre and Gardner, anxiety is the feeling of tension, apprehension related with second language learning. In the other word, Scovel defines anxiety as a state of apprehension and a vague fear. Furthermore, Spieberger said that anxiety is the subjective feeling of tension, apprehension, nervousness and worry.² Based on those statements, it can be concluded that anxiety is feeling of discomfort, restlessness or nervousness because of certain situation that is happening.

Students become anxious from time to time an examination, a sporting match, a meeting with an important person, and concern over a new

¹ Asti Gumartifa, and Kurnia Saputri, "The Anxiety of Language Learning and Language Skills: Helpful Ideas to the Study of English as a Foreign Language," *Eltics (English Language Teaching And English Linguistics) Journal* 5, no. 2 (July, 2020): 1, <https://journal.upy.ac.id/index.php/eltics/indexi>.

² Illahi Bux Gopang, Faraz Ali Bughio, and Habibullah Pathan, "Investigating Foreign Language Learning Anxiety among Students Learning English in A Public Sector University, Pakistan," *Mojes* 3, no. 4 (t.b., 2015): 28, www.moj-es.net.

relationship can all create feelings of apprehension. Although the terms fear and anxiety are commonly used interchangeably, psychologists make a distinction between them in a clinical context. Fear refers to an innate, almost biologically based alarm response to a dangerous or life-threatening situation. While anxiety is more future-oriented and global, referring to the state in which an individual is inordinately apprehensive, tense, and uneasy about the prospect of something terrible happening.³ Some research studies indicated that people experienced anxiety in learning a foreign language and that type of anxiety is referred to as a 'situation specific anxiety'. The existing body of knowledge on foreign or second language anxiety shows that learners at all levels experience high or low levels of anxiety in learning language. For example, Mak reports that learners feel language anxiety when they tend to speak in front of their fellows in the classroom.⁴ Furthermore sometimes students' anxiety before an exam can be comprised of nervous, uneasy feelings (affective); worries about failing the exam (cognitive); increased heart rate or sweating (physiological); impulses to escape the situation (motivation); an anxious facial expression (expressive).⁵ Every student will face anxiety in learning, especially in learning foreign language because that language is new language and they must adapt to learn more that language.

³ Richard P. Halgin, and Susan Krauss Whitbourne, *Abnormal Psychology* (New York: McGraw-Hill, 2010). 144.

⁴ Bux Gopang, Ali Bughio, and Pathan, "Investigating Foreign Language Learning Anxiety," 28.

⁵ Rafael A. Calvo, and Sidney K. D'Mello, *New Perspectives on Affect and Learning Technologies* (New York: Springer Science+Business Media, LLC, 2011). 24.

Usually anxiety that is faced by the students, is classified into trait anxiety, state anxiety and situation-specific anxiety. Trait anxiety, as Scovel noted, refers to “a more permanent predisposition to be anxious” while state and situation-specific anxiety are usually experienced in relation to some particular event or situation.⁶ The researcher’s target in this research focuses on the state and situation specific anxiety where the learners feel anxious in a specific situation.

There are some characteristics that we can see from the learners who have anxiety in learning a foreign language, such as; experience apprehension, worry, even dread. They have difficulty concentrating, become forgetful, sweat, and have palpitations. Since anxiety can have profound effects on many aspects of foreign language learning, it is important to be able to identify those students who are particularly anxious in foreign language class.⁷ Beside that it is also important to know the factors that cause the students’ anxiety and the way in solving their anxiety while learning English as foreign language especially in MTsN 1 Pamekasan. MTsN 1 Pamekasan is one of the State Islamic Junior High School in Pamekasan. For the seventh grade, there are 6 classes from A-F class. For the eight grade, there are 7 classes from A-G class, and the last for the ninth grade, there are 8 classes from A-H class.

Before doing this research, the researcher has been done mini interview to the English teacher who teaches English at the seventh grade of MTsN 1

⁶ Zhao Na, “A Study of High School Students’ English Learning Anxiety,” *The Asian EFL Journal* 9, no. 3 (t.b., 2007): 23, <http://www.asian-efl-journal.com>.

⁷ Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, “Foreign Language Classroom Anxiety,” *The Modern Language Journal* 70, no. 2 (t.b., 1986): 126-128, <http://www.jstor.org/stable/327317>.

Pamekasan about the students' condition while learning English in the class. The teacher said "There are some of the students who are not active in the class because they do not understand about English and they are afraid of making mistakes".⁸ From that interview, because the students do not understand about English, they will be difficult in understanding the teacher's explanation and instruction, so that they will not speak and they will not give response to their teacher in the class. Furthermore, because the students are afraid of making mistakes in the class, they will think about the other's response to them like the teacher will be angry if they make mistakes, or their friends will laugh them, and others. Therefore, the students will show anxious characteristics in the class to hide their fear like showing carelessness, lacking of eye contact, and others. Because of that data, the researcher wants to observe about students' anxiety in learning English.

This phenomenon is also stated by Allah in QS. Ali 'Imran 3: Verse 200

يَا أَيُّهَا الَّذِينَ آمَنُوا اصْبِرُوا وَصَابِرُوا وَرَابِطُوا وَاتَّقُوا اللَّهَ ۚ إِنَّكُمْ تَفْلِحُونَ

"O you who believe! Be patient and strengthen your patience and stay alert (at the borders of your country) and fear Allah so that you will be successful ."⁹

In this verse, Allah explained some points and one of them is Allah tells to the believers about the recipe for success, victory and happiness. One of the recipe is we must be patient in carrying out obedience, leave disobedience and face disaster, namely his heart does not complain, his mouth does not complain

⁸ Saidah, The English Teacher of the Seventh Grade of MTsN 1 Pamekasan, *WhatsApp Interview* (10th March 2021)

⁹ Al-Qur'an, Ali 'Imran (3): 200.

(except complaining to Allah or anyone who is expected to provide a solution). It is in line with students while learning English. In learning English they will face some obstacles such as anxiety, but they must be patient in facing it because studying is required for everyone and it is one of form of obedience to Allah. Students must be patient in studying the factors that cause anxiety and how to solve it, so that it can make them to be better than before.

From the phenomena above, the researcher is interested to investigate the research entitle **“An Analysis of Students’ Anxiety in Learning English as Foreign Language at the Seventh Grade of MTsN 1 Pamekasan”**. The researcher will investigate what are the factors that cause students’ anxiety in learning English as foreign language and also how the students solve their anxiety in learning English as foreign language.

B. Research Focus

John Creswell stated that research focus is the board subject matter addressed by the study, or in the other word we can say it by research problem. It is general educational issue, concern, or controversy addressed in research that narrows the topic.¹⁰ From that statement, the researcher states that research focus is a problem that must be studied and solved. In this research, the researcher will focus on her research as follow:

1. What are the factors that cause students’ anxiety in learning English as foreign language?

¹⁰ John W. Creswell, *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: Pearson Education, 2012). 60.

2. How do the students solve students' anxiety in learning English as foreign language?

C. Research Objective

John Creswell said that research objective is a statement of intend used in quantitative research that specifies goals that the investigator plans to achieve in a study.¹¹ It means that research objective is the goals that want to be achieved by the researcher based on the research focus or problem. So based on the research focus above, this research has two research objectives, namely:

1. To describe what factors that cause students' anxiety in learning English as foreign language.
2. To describe how the students solve students' anxiety in learning English as foreign language.

D. Significance of the Study

Significance of study states the implications of the findings for educational practice or theory.¹² Significance of study explains about the advantages that will be gotten from this research. It can be for the teachers, the students, and also to the researcher.

1. Theoretical Significances

The researcher expects this research can increase the knowledge about that topic and add new information about that topic.

¹¹ Ibid., 111.

¹² Donald Ary et al., *Introduction to Research in Education* (USA: Wadsworth, t.t.). 589.

2. Practical Significance

a. For the Teacher

The researcher expects this research can be a reference for the teachers in knowing the factors that cause students' anxiety in learning English as foreign language and the students' way to solve their anxiety in learning English as foreign language so that they can fit their way in teaching with their students' condition.

b. For the Students

The researcher expects this research can give the knowledge about what the factors that cause students' anxiety in learning English as foreign language and how to solve their anxiety in learning English as foreign language, so that they can be better in studying English.

c. For the Researcher

The result of this research can help the researcher in developing the knowledge about that topic.

E. Definition of Key Terms

Creswell stated that a research must begin by narrowing the topic to a few key terms using one or two words or short phrases.¹³ To avoid misunderstanding about the topic, the researcher states some definition of the key terms as follow:

¹³ Creswell, *Quantitative and Qualitative Research*, 82.

1. Anxiety

Anxiety is feeling of discomfort, restlessness or nervousness because of certain situation that is happening.

2. Learning English

Learning English is an activity to know more about English as foreign language by non-native students.

3. English foreign language

It is a language that is mainly used by non-native English students and learnt in non-English speaking countries.

F. Previous Study

Knowing the previous study, it will help the researcher to know the previous research that has been done dealing with this research. Actually this research is not a new research, there are some researches that have been done before. The first research is done by Yuliana Mauludiyah entitled “The Correlation between Students’ Anxiety and Their Ability in Speaking Class”. The difference between that research and this research is Yuliana’s research focuses on the correlation between students’ anxiety and their speaking ability, while this research focuses on what factors that cause students’ anxiety in learning English as foreign language and how the students solve students’ anxiety in learning English as foreign language. In addition, the research subject of Yuliana’s research is the students in English Department of IAIN Tulungagung, while the research subject of this research is the students of

MTsN 1 Pamekasan. The similarity between both of them is study about students' anxiety.¹⁴

The second research has been done by Roli Asparanita entitled "Students' Anxiety in Speaking English at the Eleventh Grade of Senior High School 1 Muaro Jambi". The difference between that research and this research is Roli's research focuses on kind of anxiety experienced by the students in speaking English and the factors that cause students' anxiety in speaking English, while this research focuses on what factors that cause students' anxiety in learning English as foreign language and how the students solve students' anxiety in learning English as foreign language. Furthermore the research subject of both of them is difference. Roli's research subject is students of eleventh grade of Senior High School 1 Muaro Jambi, while this research subject is the seventh grade students of MTsN 1 Pamekasan. The similarity between both of them is they study about the factors that cause students' anxiety.¹⁵

The last research is done by Illahi Bux Gopang, Faraz Ali Bughio and Habibullah Pathan entitled "Investigating Foreign Language Learning Anxiety among Students Learning English in a Public Sector University, Pakistan". The difference between their research and this research is on the research focus, where their research focuses on investigating the level of foreign language anxiety among students at university level in Pakistan and exploring different level of L2 anxiety between male and female students at university level, while

¹⁴ Yuliana Mauludiyah, "The Correlation between Students' Anxiety and Their Ability in Speaking Class" (Thesis, State Islamic Institute (IAIN) Tulungagung, 2014), 3.

¹⁵ Roli Asparanita, "Students' Anxiety in Speaking English at the Eleventh Grade of Senior High School 1 Muaro Jambi" (Thesis, The State Islamic University Sulthan Thaha Saifuddin Jambi, 2020), 4.

this research focuses on what factors that cause students' anxiety in learning English as foreign language and how the students solve students' anxiety in learning English as foreign language. Furthermore the research subject of both of them is difference. Their research subject is the students at university in Pakistan, while this research subject is the seventh grade students of MTsN 1 Pamekasan. The similarity between both of them is they study about the students' anxiety in learning English .¹⁶

¹⁶ Bux Gopang, Ali Bughio, and Pathan, "Investigating Foreign Language Learning Anxiety," 27.