

## CHAPTER I

### INTRODUCTION

This chapter discusses several points. They are namely: basic consideration, research question, objective of research, and significant of research.

#### **Basic Consideration**

Anxiety can be experienced by anyone and anywhere, as well as by the students at school, especially in learning a foreign language. As a foreign language that should be learned by all students in Indonesia, English is a lesson that causes many students to feel anxious. Horwitz (1986) states that anxiety is a psychological process that does not appear at surface then to determine whether someone experiencing anxiety or not, requires a careful study, by trying to recognize the symptom or the symptoms, along with the factors that influence it.

Many students think that English is difficult to learn, they feel anxious when learning this lesson. Nimat (2013) states that anxiety can affect the failure of students in learning English, therefore the failure of English language learning is not just a lack of material or ineffective used of technology, but from the psychological side of students who have experienced anxiety before.

U.S. Department of Health and Human Services (2006) states that anxiety disorders commonly occur along with other mental or physical illnesses, including alcohol or substance abuse, which may mask anxiety symptoms or make them worse. In some cases, these other illnesses need to be treated before a person will respond to treatment for the anxiety disorder. Shiri (2006) states that anxiety

disorders affect one-eighth of the total population worldwide, and have become a very important area of research interest in psychopharmacology. People with anxiety disorders can benefit from psychological treatments, pharmacotherapy or a combination of the two.

According to Barlow (2002), anxiety is a future oriented mood state associated with preparation for possible, upcoming negative events; and fear is an alarm response to present or imminent danger (real or perceived). This view of human fear and anxiety is comparable to the animal predatory imminence continuum.

Buchler (2013) states that anxiety occurs when a student experiences excessive and uncontrollable worry about their lesson. Students with anxiety often have negative views about their ability. They do not have confidence to show their ability because they think that the others are better than them. When they learn foreign language they will not feel confident to express their ability because they have anxiety. Anxiety is a normal thing to happen in each individual. A common reaction to stress is sometimes accompanied by the emergence of anxiety. Anxiety can arise in certain situations such as public speaking, a high pressure job, and exams. Failure to overcome anxiety at school can affect student learning achievement in school.

The students also feel anxious when they participate the lesson in the class, especially in English Lesson. Anxiety can affect the failure of students in learning English.

Subasi (2010) conducted a study about anxiety in learning English whose main

purpose of his study was to investigate the effects of two psychological factors, the fear of negative evaluation and the self-perception of speaking ability in the target language as they were said to be potential sources of anxiety in the classroom. The findings of the study confirmed empirically that they were indeed anxiety-provoking in a FL classroom. Moreover, the study also questioned the interaction between dispositional fears of negative evaluation, which may influence a learner's desire to make a good impression, and self-perceived speaking ability, which may influence the learner's doubt in his or her successful performance.

This research is focused to discuss the anxiety in foreign language based on three contexts, they are: communication apprehension, test anxiety, and fear of negative evaluation. (Horwitz, 1986) Meanwhile, research of Subasi investigated the effects of two psychological factors, the fear of negative evaluation and the self-perception of speaking ability in the target language while this research.

The students of SMK Negeri 1 Suwawa also experience the anxiety. Some students feel anxious in the class when the teacher teaches the material. Based on the researcher's observation in English class in SMK Negeri 1 Suwawa, the students were afraid of making mistakes when speaking English. That is because English is not as easy as Indonesian Language, The students feel anxious to express their ability because they were not confident. The students feel anxious to express their ability because they were not confident.

Gregersen & Horwitz (2002) states that anxious students are caught in this double

bind: they have learned less and furthermore they may not be able to demonstrate the knowledge that they have learned. Trang (2012) states that students should be informed about the importance of learning English early in their schooling so that they can develop and maintain strong motivation to study English, and that it is useful to reconfirm students' awareness of the importance of English into their tertiary studies. This motivation will help students set achievable goals for their EFL learning.

Therefore, it is strongly recommended that the teachers should take necessary precautions which reduce the anxiety level of their students. Millrood (2004) stated that teachers should create a friendly and social classroom environment so that students will not be forced to be competitive but collaborative. For example, the teacher could include sufficient comprehensive practice and choral work before calling on individual students or make them write their answers.

The feeling of anxiety can cause many problems in students' development, especially in the students of SMK Negeri 1 Suwawa that become object of this research. The researcher choose this school because the researcher's experience when taught English in this school. The students really interest about the English lesson, but most of the students were difficult in expressing their ability because of anxiety that they had. So it is very important to know about the anxiety that happen in the students. Hence, this research aims to investigate the anxiety of Students in Learning English in the Classroom.

### **Research Questions**

Based on the background that explained above, the researcher formulates the research question as “how is the anxiety of the students in SMK Negeri 1 Suwawa in learning English in the classroom?”

### **Research Objective**

The research objective is to find out the anxiety of the students in SMK Negeri 1 Suwawa in learning English in the classroom

### **Significance of Research**

This research will be helpful for the students and the teachers to know about anxiety experienced by the students. The role of the teacher in reducing anxiety is important in English. Teachers are expected to create a pleasant atmosphere of the classroom with how to be friendly to students, so in the future they can fix about the problem that related with the students anxiety for the developing of the students achievement. The students are also expected to be more care about the lesson and about the anxiety that they experienced so they will know the solution to reduce about that. For further researcher, the result of this research is able to use as a reference to further research in developing English teaching.

### **Delimitation**

There are many factors that cause anxiety in students in learning process. In this research, the researcher focus on three things, they are communication apprehension, test anxiety and fear of negative evaluation.