

## CHAPTER 1

### INTRODUCTION

This chapter presents the basic consideration of the study, the research question, the research objective, the scope of study and the significance of the study. It begins with the basic consideration.

#### **Basic Consideration**

The widespread use of English gave an impact on other countries, such as in Indonesia. In Indonesia, English has become a part of education curriculum and is taught in all levels of education. It is taught as a foreign language, and supported by Laws No. 24/2009 about flag, language, and nation symbol and song nationality, which stated that foreign language could be used as the language of instruction in educational units for purposes that support students' foreign language skills. English learning at elementary school level, for example, focuses on improving children's English vocabulary through games and songs, while at the junior and senior high school level it aims to improve students' English skills in writing and speaking.

Learning English at the university level is slightly different from high school. The university students will learn English based on their majors. For example, university students of economics will get new terms that are related to business economics in English as well as other majors. In contrast, students of English Department learn English deeper than the others because learning English as a foreign language certainly harder than learning the first language. English Department students have to learn about the word formation and its meaning.

Aside from that, students also learn about the structure, grammar, and pronunciation. However, learning new language could give them a problem during the learning process and one of the problems might be related to the psychological aspect, that is, anxiety. According to Brown (2000), there are three affective factors that affect students in language learning process, notably, achievement motivation, self-confidence and anxiety. From various studies, anxiety factors are considered to be the factors that influence the students in learning English in the classroom.

Anxiety is a feeling where someone feels fear and loss of confidence (Wiramihardja, 2005). Stocker (2013) stated that there are several symptoms of anxiety. Those are tension, always expect danger, trembling, shivering or sweating, lack of concentration and focus, and feels like it is never enough. Those symptoms often occur when students were asked to show their performance in English. It is similar to MacIntyre and Gardner (1994) who defined anxiety as a feeling of tension and apprehension specifically when it is associated with second language context, including speaking, listening, and learning. For example, when a student speaks in front of the class, they might feel nervous or afraid which prevent them from speaking properly. Generally, students will feel afraid when they are speaking which is mainly caused by lacking of vocabulary or unable to pronounce the words correctly. This feeling is very prominent in terms of speaking and often occurs in classroom.

Along with self-confidence, teacher is also an influential factor in students' language learning. In learning English, there are two kinds of teachers.

They are non-native speaker and native speaker teachers. There are differences between both of these kinds regarding students' anxiety. Usually, students will feel anxious when they try to talk with the teacher, especially if they are talking with a native speakers as their teachers (Bozavli and Gulmez, 2012). It can be more stressful compared to having a non-native speaker as a teacher. Also, a native speaker might give them a little stress feeling because they will try to avoid mistakes. It could be related to pronunciation, vocabulary, or afraid that they could not be understood by the native speaker.

There are a lot of studies on foreign language anxiety. For instance, Ismail (2011) aimed to find out students' anxiety by focusing on their communicative ability and social interaction. The results showed problems which were related to psychological factors, namely, lack of confidence, fear of making mistakes, and timidity. Another study is from Nurmaya (2017). The study sought to find out students' anxiety during the English learning in classrooms which focused on three things: communication apprehension, test anxiety and fear of negative evaluation. The result showed that the students felt anxious in learning English in the classroom because they thought that their peers had better knowledge than them. All these studies discuss students' anxiety in learning English as a foreign language. There are barely known studies that specifically examine students' anxiety in an English speaking class taught by an English native speaker.

In English Department, Faculty Letters and Culture at the Universitas Negeri Gorontalo, there was a native speaker who taught students throughout the fourth semester. Based on the information obtained from these students, they

learnt about writing and speaking as the subject in the fourth semester. They also pointed out that they were afraid to ask a question and stayed silent even when the native speaker opened the question session. Therefore, this proposed study intends in discovering the factors that cause students' anxiety when interacting with an English native speaker in the classroom, in the context of English Education Program in Gorontalo, Indonesia.

### **Research Question**

The research question for this research is formulated as follows: "What are students' perceived anxiety factors when interacting with an English native speaker lecturer in the classroom?"

### **Research Objective**

The objective of this research is to find out the perceived factors that cause anxiety among students in interacting with a native speaker lecturer in the classroom. Anxiety is the source of English Department students' problem in increasing their spoken ability in English. Students of English Department have passed Speaking Courses from Speaking 1 to 3 and are expected to speak English without feeling anxious in interacting with non-native speakers or native speakers of English. Thus, this research aims to contribute to solve this problem.

### **Scope of Research**

This research focused on identifying the perceived factors that cause anxiety among English Department students in verbal interaction with a native speaker in the classroom especially for Class E, the sixth semester of English Department at Universitas Negeri Gorontalo.

### **The Significance of Research**

This research provides several significances that could be a help for the readers. The study provides information for the native speakers as teachers and especially students about the causing factors of anxiety in interacting with English native speaker. First, after reading this research, the students are expected to be more concerned about the anxiety that they experienced, so that they may overcome and find the solution for the problems in learning English. Also, motivates the students to improve their English speaking ability. Second, for the English native speaker teachers, they also are expected to create a comfortable atmosphere of the classroom in order to overcome the students' anxiety in speaking English to make the learning process success.