

## CHAPTER I INTRODUCTION

### A. The background of the Study

Emotions are important in the classroom since it has impact on learning. They influence learners' ability to process information and to accurately understand what they encounter. Brown state that emotions affect learning in the most fundamental way because they are the foundation of the learning strategies and techniques.<sup>1</sup> In other words, emotional state can encourage or discourage learning. For example students learn and perform more successfully when they feel secure, happy, and excited about the subject matter. Emotions have the potential to energize students' thinking and also have the potential to interfere with learning. Negative emotions such as anger, anxiety, and sadness have the potential to distract students' learning efforts. So, if learning English is done online, the anxiety towards students will be increase.

There are three types of Anxiety<sup>2</sup>; State Anxiety, the type is including they started to panic when have to speak English. It came from the interview that says my feeling that cannot speak English is panic and afraid. Trait Anxiety is the tendency of a person to be nervous or feel anxious irrespective of the situation he/she is exposed. Spesific-Situation Anxiety, this type when the students should have the assignment of examination from the teacher to speak or write about their experiences or describe about things.

Interfering with the learners' achievement. Highly anxious learners were identified to have lower ability compare to their peers who were less anxious. In addition, it was found to be experienced by the learners at across

---

<sup>1</sup> H. Douglas Brown, *Breaking the Language Barrier*, (Yarmouth: Intercultural Press, Inc. 1991), p. 73

<sup>2</sup> Sutarsyah, C. (2017). *An analysis of student's speaking anxiety and its effect on speaking performance. Indonesian Journal of English Language Teaching and Applied Linguistics.*

different gender, grade level, and age. In a number of cases the male group were recorded to be more anxious than their female counterparts<sup>3</sup>. Yet, there was no significant different in relation to grade level. The learners were found to experience some level of language anxiety although they were at higher grade. In term of age, there was an inconsistency of findings. While in some cases younger learners were recorded with low anxiety, in others they were found to be considerably affected by anxiety. Unfortunately, in the case of foreign language learning, students' emotions tend to be more discouraging rather than encouraging.

One of the emotional states that make such process becomes difficult is anxiety. Emotional state such as anxiety can distract students in the language learning process. Especially in online learning. Feeling of tension, worry and nervousness will impede students' ability to perform successfully in a foreign language classroom. Anxious students will have difficulties in following lessons, both in classroom and online learning. They may learn less and also may not be able to demonstrate what they have learned. Even worse, they may experience more failure, which in turn escalate their anxiety.

In other words, anxiety can hinder the students from attaining the objectives of their English Learning. Based on the curriculum KTSP, the objectives of English Learning in MTs are stated as follows:<sup>4</sup>

1. To be able to develop a communicative competence whether in written or oral form to achieve a functional literacy.
2. To have an awareness of English nature and importance to increase national competitiveness in globalization society.

---

<sup>3</sup> Pappamihiel, N. E. (2002). *English as a second language students and English language anxiety: Issues in the mainstream classroom. Research in the teaching of English*, 36, 327-355.

<sup>4</sup> Cheng, C, *Language Anxiety and English Speaking Profeciency*, (Ming Chuan University, 2009).

3. To develop learners understanding about the language and the nature relation.

Anxiety is a subjective feeling of disturbing mental tension like a normal reaction to an inability to cope with it.<sup>5</sup> The anxiety experienced by students at school can be in the form of realistic, neurotic, or moral anxiety. While some of them also believed that English was a difficult subject. Such beliefs can affect their self-esteem and lead them to feel worry in classroom. In the end, when they were asked to practice, they start to stutter. Moreover, some of them were unable to produce the sound or intonation even after a number of repetitions because they were not sure if they can practice their English. It was quite hard for the writer to do proper learning activities with them.

Since anxiety can have major effects on foreign language learning, it is important to explore the students' anxiety. Therefore, the writer is eager to investigate what factors, as perceived by students, may contribute to the anxiety in an attempt to understand the issue of anxiety in learning English on classroom or online more deeply.

#### **B. The Scope of the Study**

This study focuses on the causes of students' anxiety in learned English, as perceived by students, at the Eight Grade of Mts Al-Hidayah Langon, Jepara.

#### **C. The Research Question**

Based on the background above, the writer formulates a research question as follow:

- a. What kinds of anxiety were experienced by the students in learning English at the Eighth Grade of MTs AL-Hidayah Langon?
- b. What factors that caused the students' anxiety in learning English at the Eighth Grade of MTs AL-Hidayah Langon?

---

<sup>5</sup> Renee von Worde, Students' Perspectives on Foreign Language Anxiety, *Inquiry*, Vol. 8 No. 1, 2003, p. 5.

#### **D. The Objective of the Study**

The objective of this study is to figure out what factors are more probable to cause anxiety as perceived by the students at the Eight Grade of Mts Al-Hidayah Langon, Jepara.

#### **E. Significance of the Study**

In this study, there are two significances of the study, namely:

##### **1. Theoretically Contribution**

The ultimate outcome of this study is expected to be input in practicing and learning process especially for knowing the Students' Anxiety in Learning English at the Eight Grade of MTs Al-Hidayah Langon-Jepara and give additional information and knowledge to the readers especially to the students and lectures in English Department.

##### **2. Practically Contribution**

Practically, this study is expected to have contribution for;

##### **a. For the Lectures or teachers**

The researcher hopes this study can give some suggestion for classroom interaction in English class or the Eight Grade in MTs Al-Hidayah Langon-Jepara.

##### **b. For the researcher**

The researcher hopes this study will give new knowledge to the researcher itself about Students' Anxiety in Learning English at the Eight Grade of MTs Al-Hidayah Langon-Jepara. The researcher hope this can be developed the writing ability and this study will be done by the researcher as one of requirement on getting S1 Degree in English Education Department.

##### **c. For Other**

The researcher hopes this study will be useful as guidance of reference to the next researcher in Student Anxiety in Learning English at the Eight Grade of MTs Al-Hidayah Langon-Jepara and it can give contribution to the society.

## F. Organization of Thesis

The systematics of writing a thesis is a framework that determines the form of thesis. In addition, systematics is a basic set showing each section and the relationship between parts of a thesis. To facilities the preparation thesis consist of three parts, namely:

First, load the beginning or formality of the information includes: Cover/ Title Page, Approval Pages, Statement of Work's Originality / Declaration, Abstract, *Abstrak*, Motto, Dedication Page, Acknowledgements, Preface, Table of Contents and List of Abbreviations / Tables / Figures / Illustrations / Appendices.

Second, load the core consist of five chapter includes: CHAPTER I Introduction consist of Research Background, The Scope of the Study, The Research Question, The Objective of the Study, The Significance of the Study and Organization of Thesis. CHAPTER II Review of Related Literature consist of Theoretical Description, Theoretical Framework and Review of Previous Study. CHAPTER III Research Methodology consist of Research Method, Research Subject, Instruments and Data Collection Technique, Research Data Validity, Data Analysis Technique and Research Ethical Consideration. CHAPTER IV Finding and Discussion, Research Finding and Discussion. The last CHAPTER V Conclusion and Suggestion.