

CHAPTER I

INTRODUCTION

A. Research Background

English is one of the compulsory subjects in high school. In the Indonesian curriculum, four main skills must be taught in the teaching and learning process of English. These are listening, speaking, reading, and writing. Students must master the four main skills in learning English to achieve learning objectives. Thus, it causes anxiety in students in learning English when they are required to master the four main English skills in learning English at the junior high school level.

Anxiety occurs when students are learning English. The students are not ready to learn English. Especially when students will take the exam. This also often happens to students start to feel anxious. According to Horwitz, Horwitz, and Cope (1986:125) as cited in (Sabbah, 2018) define anxiety as “The subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. As such, anxiety in the classroom is mostly recognized as a negative factor that lowers the learners’ proficiency because they have difficulty thinking clearly under an anxious moment.

Based on pre-observations with English teachers conducted by a researcher at SMP Negeri 03 Mempawah Hilir, the researcher found that there were several problems faced by students in learning English. First, when students are asked to read and speak English, students look nervous, and even their ability to learn English decreases. Second, there is a decrease in student scores. The problems above will have an impact on student learning outcomes further. Therefore, the researcher and English teachers suspect students' anxiety in learning English. Therefore, The researcher will measure the level of student anxiety, whether it is mild, moderate, severe, or to the level of panic. Thus, the researcher can find the dominant factors of students' anxiety in learning English. So, the ability of students to achieve their goals in learning.

Anxiety in learning English is often reported to negatively affect English learning. The influence of language anxiety can interfere with students' progress in mastering important language skills thereby affecting their motivation to attend classes (Khodaday & Khajavy, 2013) as cited in (Hidayati, 2018). Language anxiety was continuously reported to greatly influence learners' progress in mastering the target language. Then according to the researcher, anxiety is a feeling of worry that causes someone to always think badly about the judgments of others, such as students when learning English who always think badly of other students' assessments. Therefore, the researcher wants to examine the anxiety of students when learning English.

Students' anxiety in learning English is found in several countries that use English as a second language, including Indonesia. Most of them occur in high school and undergraduate students often experience anxiety when learning English. The previous research used by the author is English Language Anxiety: A Case Study on Undergraduate ESL Students in Malaysia, (James et al., 2020) this research is an attempt to raise awareness among English educators in Malaysia about anxiety in learning English at undergraduate ESL Student in Malaysia. In Indonesia, there are many previous studies on student anxiety in learning English. For example, (Rodiah & Islamiah, 2019) the researcher analyzed the students' level of anxiety about the achievement of learning English. Several similar studies also show that students' anxiety in learning English also occurs at the high school level. (Ekalestari & Pasaribu, 2017) analyzed the anxiety level of high school students in Medan and analyzed the causes of student anxiety in learning English as a foreign language.

Based on the researcher's observations, the researcher found that students' anxiety in learning English often occurs in SMPN 03 Mempawah Hilir. The majority of previous studies have examined students' anxiety in learning English at the secondary school and undergraduate levels. Meanwhile, this research is limited to being conducted at the junior secondary education level, especially among seventh-grade students. Therefore, the researcher was

measured the level of students' anxiety in learning English and find the dominant factors in students' anxiety in learning English of Seventh-Grade Students of SMPN 03 Mempawah Hilir in the Academic Year of 2021/2022).

B. Research Questions

Related to the previous explanations above, the research problems of this research are formulated into question as follow:

1. What are the level of the students' anxiety in learning English to the seventh-grade students of SMPN 03 Mempawah Hilir in the academic year of 2021/2022?
2. What factors caused the students' anxiety in learning English to the seventh-grade students of SMPN 03 Mempawah Hilir in the academic year of 2021/2022?
3. What are the dominant factors of students' anxiety in learning English to the seventh-grade students of SMPN 03 Mempawah Hilir in the academic year of 2021/2022?

C. Research Purposes

To the research problems already stated the purposes of this research are:

1. To find out the level of students' anxiety level in learning English to the seventh-grade students of SMPN 03 Mempawah Hilir in the academic year of 2021/2022
2. To find out the factors that caused the students' anxiety in learning English to the seventh-grade students of SMPN 03 Mempawah Hilir in the academic year of 2021/2022.
3. To find out the dominant factors of students' anxiety in learning English to the seventh-grade students of SMPN 03 Mempawah Hilir in the academic year of 2021/2022.

D. Scope of The Research

To clarify the term of this research, the researcher described the scope of research. There are two main scopes of research, they are research variable and terminology.

1. Research Variable

A variable is pretty much anything that can be codified and have more than a single value (e.g., income, gender, age, height, attitudes about school, score on a measure of depression, etc.) (Urdan, 2010: 4). Types of variables include quantitative (or continuous) and qualitative (or categorical). Quantitative research is the process of collecting and analyzing numerical data. In quantitative research, you also use procedures to ensure that your personal biases and values do not influence the results (Creswell, 2012: 15). Qualitative research is best suited to address a research problem in which you do not know the variables and need to explore. Qualitative research is commonly viewed with suspicion and considered lightweight because it involves small samples which may not be representative of the broader population, it is seen as not objective, and the results are assessed as biased by the researchers' own experiences or opinions (Hammarberg et al., 2016). The literature might yield little information about the phenomenon of study, and you need to learn more from participants through exploration (Creswell, 2012: 16). This research analyzes two variables, namely analyzing the level of the students' anxiety in learning English, and the dominant factors of students' anxiety in learning English.

2. Research Terminology

This research was described clearly and does not cause misunderstanding of interpretation, the researcher need to provide confirmation. The following are the terms contained in the title of the research as follows:

a. Anxiety

Everyone has feelings of anxiety at some point in their life, is it about preparing for the job interviews, when facing exams, as well as in studying, and so on. Anxiety is characterized by a psychological state filled with fear, worry, guilt, restlessness, depression, feeling insecure, and chaotic thoughts followed by a tense physical state in certain circumstances (Hurlock, 1997; Yanti, Erlamsyah, Zikra, & Ardi, 2013) as cited in (Syam, 2020).

Anxiety is experienced by students differently because anxiety is a form of individual emotion regarding the feeling of being threatened by something, usually with a threat object which is not so clear. Anxiety can have experienced by anyone and anywhere, including as well as students at school.

b. English Learning

English is a tool for communicating orally and in writing that is used in various countries. English is the most commonly spoken language in the world (Nishanthi & Department of Sociology, Bharathidasan University, Tiruchirappalli, Tamil Nadu, India, 2018). Learning is a process of interaction between students at school and teachers that occurs according to school procedures. Meanwhile, according to Duffy and Roehler (1989) as cited in (Akhiruddin et al., 2019: 12) Learning is an attempt that intentionally involves and uses professional knowledge possessed by teachers to achieve the goals Curriculum. Learning English is developing English language skills for students contextually. Learning English is significant as it empowers you to communicate effectively with your kindred worldwide residents (Nishanthi & Department of Sociology, Bharathidasan University, Tiruchirappalli, Tamil Nadu, India, 2018). This has been shown by government regulations that make English subjects compulsory subjects for students to learn from elementary school to level Senior High School.

c. SMP Negeri 03 Mempawah Hilir

SMP Negeri 03 Mempawah Hilir is a junior high school that was founded in 1989. With accreditation B, this school is a good and favorite school. SMP Negeri 03 Mempawah Hilir having its address at JL. Raya Sengkubang, Desa Sengkubang, Kecamatan Mempawah Hilir, Kabupaten Mempawah, Provinsi West Borneo. The researcher chose this school because when conducting the pre-observation, the researcher suspected that the students' anxiety in learning English could be seen in the decline in existing grades.

E. Significant of Research

Good research provided important benefits and impacts for the subject which are researcher, environment, information, and further research. In this research, two significances obtain from the point of theory and practice.

1. Theoretical Significances

This research is expected to be a reference for other English teachers to find out what factors cause students' anxiety in learning English. Writers often include a specific section describing the significance of the study for select audiences to convey the importance of the problem for different groups that may profit from reading and using the study (Creswell, 2013: 109). Therefore, the researcher believes that this research can provide more benefits for teachers and students so that they can find out what are the level of the students' anxiety in learning English and the dominant factors that cause students' anxiety in learning English. so, by knowing this, teachers and students can better prepare themselves in learning English.

2. Practical Significances

By compiling this research, the researcher hopes that research can provide a valuable contribution to teachers, students, and other researchers.

a. Teachers

The benefit of this research for teachers is to help teachers find out the level of the students' anxiety in learning English and the dominant

factors of students' Anxiety in learning English. So that teachers can help students overcome the Anxiety experienced by students in learning English to improve their ability to learn English.

b. Students

The benefit of this research for students is to inform the students about the anxiety in learning English well to accelerate their learning process.

c. Other Research

The researcher hopes that this research can help other researchers to explore more ideas, expand the variables and help others in finding the cause of their anxiety in learning English.

