Chapter One

Introduction

In this chapter, the researcher discusses several points relating to the main problem of the research. This chapter explains the background of the study, the statement of the problem, delimitation of the problem, the research question, the objectives of the research, the significances of the research and the outline of the research.

Background of the Study

Since the coronavirus began to enter Indonesia in 2020, the government has determined all activities especially schools should be implemented through online learning. Caner (2012) mentioned that online learning intensifies the instructional section to be more interesting, but it was the only offline course in the past. Online learning utilizes media as a tool to support the process of learning activities to be delivered. Therefore, using these media help learning can run smoothly. The use of these media does not justify that online learning can be carried out perfectly.

Not all students can receive knowledge well and understand the material taught during online learning. This creates separate anxiety for students as long as they participate in online learning. Vitasari et al. (2010) stated the views of anxiety can lead to impaired performance through disconnection, attention, mental illness, worrying too much, and fear that are all caused by anxiety when a student

has experienced a disturbance during learning and feels worried and afraid of something excessive. Another definition of anxiety is leads to a complete and occasionally severe emotional situation usually characterized by the appearance of fear and tension (Katemba, 2013). This anxiety occurs due to the students fear so that the emotions they feel can change at the same time when students feel anxious. These factors may affect students' health, which makes it difficult for them to learn effectively when taking online courses.

The loss of concentration in learning makes students not understand the lesson well. Besides, Katemba (2013) stated that students with high levels of anxiety have poor memory, loss of concentration, lack of strength, and poor thinking. These impacts can hinder students in learning process. Then, when the teacher gives a question to the student, students cannot answer well and sometimes has panic disorder due to a lack of self-confidence. As a result of their anxiety problems, students may experience anxiety when answering questions.

Anxiety is one of the factors that cause students to respond to questions. The most common cause is because students do not even comprehend the material they are being taught, which makes it difficult for them to respond to questions on the lesson. Some students feel anxious about speaking in front of the classroom, specifically when they are called to share their opinions and suggestions with their classmates (Argarini et al., 2019). These factors can cause students to feel anxious in responding to a question. Students' anxiety in responding to a question can cause a decrease in students' interest in learning. It is necessary to question

whether students still are motivated to learn during online learning even though they have excessive anxiety.

A motivation appears in students usually from the encouragement of students themselves or encouragement from others. These supports can shape students' interest in what they want to achieve. Dliss and Sukur (2021) argued that motivation is a cognitive way that provides relationships, actions, needs, and decisions that occur in a person because of internal and external factors in achieving the desired goals. The main factor that can generate motivation in students based on researchers' experience is to have goals such as getting good grades. These factors can motivate students to learn to get a good score in every lesson.

Motivation to get good grades or achievement motivation is one of the factors to increase student enthusiasm in learning. The meaning of achievement motivation shortly is a person's tendency to strive to achieve success and ambition to obtain the desired goals (Kaur, 2013). Thus, students who are motivated to achieve their goals are likely to be very interested in getting good results in learning. Nevertheless, if students do not have achievement motivation, it can have a negative impact on the student learning process. Students become lazy to take part in learning and often do not do assignments which make their grades decrease.

From the background above, the researcher assumed that students are anxious when asked by their teacher to respond to questions in an online meeting. Nevertheless, if their anxiety level is high, it can affect their motivation to get

good grades, also known as achievement motivation. As a result, the researcher aims to determine the correlation between students' anxiety in responding to questions and their achievement motivation in online language classes. Therefore, the researcher found previous studies related to this research, namely research from Pratiwi and Manurung (2019) entitled "*The Correlation Between Students' Anxiety and Students' Achievement in Learning English*". The research by Pratiwi and Manurung (2019) found that a significant negative correlation between Students' Anxiety and Students' Achievement in learning English at the tenth grade. Furthermore, the study conducted by Pratiwi and Manurung has many similarities and differences with this research. In their study, Pratiwi and Manurung might be used as a guide for researcher conducting this study.

Statement of the Problem

Based on the preliminary interviews with two ELED students' batch 2018 stated that this batch tends to have anxiety when online learning, especially in terms of responding to questions. When the teacher asked students about the material, students respond that with short answers and did not explain more about the questions given. In addition, sometimes students feel reluctant to answer questions because they are not sure the answer is correct, so they choose to be silent and not participate. Furthermore, students began to feel scared and nervous when asked to speak because they would be embarrassed if they gave the wrong answer. An inactive classroom environment also affects student anxiety which causes many students to turn off the camera because they do not want to be seen

by the teacher, so they are not asked to participate in class. The indicators above cause students to have anxiety in responding to questions.

Another phenomenon found in the preliminary interview was that students have low achievement motivation. The informant gives several answers as a trigger for the phenomenon. First, students often do not listen well when teachers explain things, which causes them to not understand and appreciate the lessons. They do not have the enthusiasm to learn and lack interest in learning achievement. Thus, students become lazy to take online classes and do not do assignments that make their grades low. Second, students do not have the target value they want due to a lack of encouragement from themselves or others to get good grades, so they have low achievement motivation during online learning.

From the two phenomena above, the researcher assumed that whether there is a correlation between students' anxiety in responding to questions and students' achievement motivation. The researcher gained the answers from ELED students' batch 2021 by measuring the level of anxiety in responding to questions, the level of achievement motivation, and whether these two problems are related to online language class. In this study, the researcher wants to explore further by conducting a study entitled "The Correlation between Students' Anxiety in Responding Questions and Their Achievement Motivation During Online Language Class".

Delimitation of the Problem

In this section, this research focused on the correlation between students' anxiety in responding to questions and students' achievement motivation during online language class. Besides that, the researcher also investigated the level of anxiety in responding to questions and the level of achievement motivation of ELED students' 2021 batch.

Research Question

Based on the statement and delimitation of the problem above, the researcher formulated the research problem as follows:

1. What is the level of anxiety in responding to questions during online language class?

2. What is the level of achievement motivation during online language class?

3. Is there any correlation between students' anxiety in responding questions and students' achievement motivation during online language class?

Objectives of the Research

Based on the formulation of the problem above, the objectives of this research are as follows:

1. To find out the level of anxiety in responding to question in learning material during online language class.

2. To investigate the level of motivation in getting good grades during online

    language class.

3. To find out the correlation between students' anxiety in responding to

    question and students' motivation in getting good grades during online

    language class.

Significances of the Research

Based on the above objectives, the results of these objectives provide the

following benefits:

For Researcher. From this study, the researcher gained a lot of

knowledge about the level of student anxiety in responding to a question and the

level of student motivation to get good grades during online language class. The

main thing is that the researcher found that whether the two things correlate or

not. As a result, the researcher expected that this research would help in the

progress of their teaching career.

For Students. After read this study, students learn about the correlation

between students' anxiety in responding to questions and students' achievement

motivation during online language class. Students could discover the factors that

make them anxious in responding questions, and they also become conscious of

their anxiety symptoms.

For Teachers. The teacher might have some information for students who

have anxiety when they want to respond to a question in an online language class.

By looking at the students' achievement motivation if they know the correlation

between their anxiety in responding to questions and their achievement motivation during online language class.

For Other Researcher. By conducting this research, other researchers could find more information about student anxiety and motivation during online language class. Therefore, this research would make it easier for other researchers to find research references.

The Outline of the Research

There are five chapters in this research. The first chapter described the introduction of this study. The chapter two discussed about literature review. Then, chapter three explained methodology in this research. After that, result and discussion was showed in the chapter four. Last, chapter five presented about conclusion and recommendations of this research.

The chapter one is introduction described the background of the study, the statement of the problem, delimitation of the problem, the research question, the objectives of the research, the significances of the research and the outline of the research. The second chapter discussed the literature review related to variables. The researcher presented several quotes from previous studies to support the research questions of this study. Chapter two also provided related studies, a conceptual framework, hypothesis in this research. In the chapter three mentioned the research design, research setting, population and sample, the data collection methods, data instruments, data collection procedure, and data analysis. Several theories are also included to support the research in this study. The result and

discussions chapter showed the results of statistical data analysis that answers the research question, and the researcher also provided the discussion of each result of this research. Last chapter is chapter five presented the conclusion and recommendations of this research. First, the researcher showed the summary of the research and offered the recommendations for students, teachers, and another researcher.