

CHAPTER ONE

INTRODUCTION

1.1 Background of the research

Everyone feels anxious from time to time. Children, adolescents, and adults are likely suffering from such feeling although they sometimes do not know if they are anxious. This is very surprising because another psychological disorder can be seen by the others. However, anxiety is different. Anxiety happens privately that no one can see if someone feels it (Miller, 2002). In line with Miller, Gunarsa and Gunarsa (2008) said that anxiety is defined as the feeling worry which has no clear cause. This means that only people who feel anxious knows the cause of their anxiety.

Anxiety usually happens when people face important events such as interview, examination, or having a new environment. According to Ramaiah (2003) anxiety is a normal condition when the people are under pressure and it happens temporarily. This means that anxiety happens just in a certain time. In other words, anxiety is not a permanent feeling. This can be reduced when there is a treatment to cope the anxiety.

Anxiety is generally defined as a condition when people are worried about something that is not suitable with their habit. It means that when the people are in a situation which has different habits like theirs, the people may feel anxious. Anxiety is defined as a future-oriented feeling or fear associated with the sense that events are both uncontrollable and unpredictable (Antony and Swinson, 2008). It occurs when

people believe that a negative event may occur in the future and cannot be prevented. Similarly, Sugiarti, Widyawati, and Roestamadji (2012) argued that anxiety is an unpleasant feeling. When the people realize that what they want does not run well, they will be anxious. This means that anxiety is happened when the condition is not expected by them. It is in line with Agita (2012) said that anxiety is subjective feeling when the people cannot solve the problem. When they cannot solve the problem, they will be anxious. Anxiety can be manifested by physical symptoms.

Anxiety is manifested in physical symptom. Biley Daley and Onweuegbuzie as cited in Andrade and Williams (2009) argued that trait of anxiety can be classified as physical, psychological, and social. Physical anxiety includes dry mouth and rapid heartbeat. Psychological anxiety includes fear, absent-mind, and embarrassments. Social anxiety includes unwillingness to communicate each other, silence, and others. That physical, psychological, and social anxiety may impact the students in a new environment.

Anxiety may affect peoples' performance in front of the audience. People who feel anxious they will lose their concentration, and stuttering in speaking. Antony and Swinson also explain that anxiety could lead to negative condition. Similarly, Leahy (2009) argues that, when the condition is severe and the sufferer has struggled for a long time, can lead to depression. It means that anxiety might lead to a very serious problem, especially when it is experienced by the students. In line with Leahy, Indiyani and Listiara (2006) said that anxiety is defined as a feeling worry to

something which has not been happened toward a subject. It means that students can feel anxious when they are in a class.

Students may have anxiety when they are in a new environment. New environment means that students have not attended to the society and they should adapt to that society. According to Sudrajat (2008) as cited in Yanti, Erlamsyah, and Zikra (2013) said that there are three factors that contribute to students' anxiety namely: high curriculum target, teachers' attitude, and uncomfortable school environment. From those factors, one that can contribute to students' anxiety is environment. New environment becomes a factor that contributes to students' anxiety because some students are not as easy as those who can adapt with the environment better. This can be happened to the students which has a new environment including new students of English education department.

To cope with the problem of anxiety, stakeholders must be involved. According to Scovel (1978) as cited in Andrade and Williams (2009), teachers play significant roles to relieve student's anxiety so that the student can be motivated to learn harder. It means that if anxiety is well treated by the teacher, student, parents, or the environment, it may cause positive outcomes of foreign language learning. The importance of teacher's role to cope anxiety is also reported by Riasati (2011). According to Riasati, teachers used two strategies to cope anxiety namely stress-free language environment and group work. This means that the environmental support may cause positive effect for the students to cope their anxiety.

New students of English education department have a changing environment. They come to this college with the same background. They come from senior high school. There are some differences between the college and senior high school. The differences come from the habits, the curriculum, and also the environment. When they were in senior high school they might have environment which is different from the college environment. Take an example for this situation, senior high school students have the teacher which gave more attention for them, while in college, they do not get it. Another example is examination. In senior high school they had examination. However, it is not happened in English education department UMY. In English education department UMY there is no final examination like another college. This may be a reason behind students' anxiety. Actually anxiety is a normal situation as long as it does not disturb their life.

As no study indicates how English education department students deal with their anxiety, the researcher would like to fill this gap by conducting this study. This study is to examine the existence of anxiety in a new environment.

1.2 Objective of the research

The objectives of this study are:

1. To examine the factors that influence students' anxiety in the process of English language learning and teaching at English Education department, University of Muhammadiyah Yogyakarta.

2. To investigate what the effects of students' anxiety are in the process of English language Learning and teaching at English Education Department, University of Muhammadiyah Yogyakarta
- 3 To reveal what are the students' efforts to overcome their anxiety in the process of English language learning and teaching at English Education Department, University of Muhammadiyah Yogyakarta

1.3 Question of the research

The main goal of this study is to disclose the students' anxiety in new environment in PBI UMY. This research tries to investigate the students' opinion when they are in new environment in PBI UMY so that this research can identify the factors that may cause anxiety. It also attempts to discover the effect of anxiety for the student. More specifically, research questions in this study are set up as follows:

1. What are the factors that contribute to students' anxiety in the process of English language learning and teaching at English Education Department, University of Muhammadiyah Yogyakarta?
2. What are the effects of anxiety for new students in the process of English language learning and teaching at English Education Department, University of Muhammadiyah Yogyakarta?
3. How do students overcome the anxiety in the process of English language learning and teaching at English Education Department, University of Muhammadiyah Yogyakarta?

1.4 Significance of the research

Research about new students' anxiety in PBI UMY may contribute to the PBI itself. The result of this study may help the college to understand students' feeling. These results may contribute to improving the suitable policy for the students. Then, the results may contribute to students in handling the anxiety.

1.5 Outline of the research

Chapter one of this research explains about the background of the research. This chapter talks about why the title is taken. Chapter two describes literature review related to the study. This chapter reviews the definition of anxiety, factors contribute to students' anxiety, effect of students' anxiety, and review some papers related to the study. This research will employ qualitative approach. To gather the data, researchers will conduct interview. The sampling will be taken randomly from five classes in PBI UMY. This all will be presented in chapter three. Chapter four presents the research findings of the study. Finally, chapter five presents conclusion and also recommendation.