

## **Chapter One**

### **Introduction**

The first chapter of this research provides the introduction of the study. In this chapter, some of the important points are listed. First, the background of the study, identification of the problems, and delimitation of the study. Then, the next part which is a research question that shows as the guidance for the analysis will also be presented in this chapter. In addition, the aim of the research will identify the objective of this research and. Furthermore, the importance of the analysis will demonstrate the advantages of this research for particular people in the significance of the research. Finally, the chapter organization, showing the description of each chapter is shown.

### **Background of Study**

English is important to learn because it is used as an international language and a foreign language of several countries. Therefore, a lot of people from various countries learn English. However, there are several people who cannot speak English fluently, this is due to people who feel anxiety and nervous when learning English for foreign language. Anxiety is “an abnormal and overwhelming sense of apprehension and fear often marked by physical signs (such as tension, sweating, and increased pulse rate), by doubt concerning the reality and nature of the threat, and by self-doubt about one's capacity to cope with it” (Merriam Webster online, 2021). Another definition proposed by Elliott and Smith (2020) stated that “Anxiety involves feelings of uneasiness, worry, apprehension, and/or

fear, and it's the most common of all the emotional disorders" (p. 8). Based on the provided definitions above, anxiety can be defined as one of senses, which relates with problems in inner feeling like sensing uneasiness, being worried, being afraid, and possessing doubt towards something. In addition, this feeling may have outer physical signals like having tension, sweating, and increasing heart-beat rate. Anxious feelings may be felt by all people and may take place everywhere. It is also commonly felt by students in the classroom (Amengual-Pizarro, 2018; Jin & Dewaele, 2018).

Furthermore, classroom anxiety is a feeling that students feel anxious during learning, it is caused by several factors that can hinder students' performance and reduce their willingness to participate in learning activities, especially in EFL learning activities. According to Akkakoson (2016), limited vocabulary, confidence, grammar, and attitudes towards English are the reasons why anxiety occurs (p. 73). Based on the definitions above, EFL anxiety can be considered in connection to state anxiety. In the classroom context, anxiety can be felt by the students during the learning process. Moreover, EFL classroom anxiety shows up to vary amid classes or other circumstances that require the utilization of the EFL and/or over the time of learning foreign language.

EFL classrooms are not easy for students knowing that there are some students who have anxiety during EFL classrooms. As well as studying individually, it can happen because the students feel not confident enough in the classroom. Students who run into anxiety tend to avoid activities which require them to do their assignment for fear of making mistakes and risks when learning

English for EFL. Research by Sulastri and Ratnawati (2018) supported learning English as a distant learning involving medicinal factors like nervousness, worry of being wrong, lack of confidence, anxiety and different emotive factors influence the power of one's language (p. 424). Students often feel nervous, insecure, and anxious in the EFL classroom. This phenomenon can be understood as foreign language anxiety. According to Mauludiyah (2014), foreign language anxiety might have a negative impact on learners' performance (p. 24).

In learning a language, many factors determine whether the language lesson can be mastered or not. The factors that can determine whether the English lessons can be mastered by students or not include teacher factors, classrooms, motivation, students' level of anxiety, learning strategies applied by students and other factors. Anxiety in the learning process has become a problem that needs to be paid attention. The level of anxiety that a student has while studying plays a major role in determining whether the learning process can work or not in the foreign language learning process.

Many students said that they cannot understand English lessons. They think that they will not get a high score because English is too difficult to understand. Sometimes, there is a student who feels anxious and insecure during EFL learning because of lack of knowledge in English. Consequently, they join the learning process with no confidence. Knowing that fact, the researcher is interested in conducting the research and finding out the factors and strategies to overcome the students' anxiety in the EFL learning. Since there are several studies that discuss students' anxiety in FL learning. So, this research is conducted

to discuss the senior high school students' anxiety in the EFL classroom.

Therefore, the result of this research can give the information for the teachers about the senior high school students' anxiety in English lessons and the way to solve the anxiety problem related to the EFL learning and students.

Yogyakarta is called the city of students because there are so many schools or universities out there. This makes the researcher want to investigate one of the private senior high schools in Yogyakarta related to this research which is the senior high school students' anxiety in the EFL classroom. Many students in Yogyakarta feel anxious during EFL learning. They feel nervous and unconfident during EFL learning. This thing affects their performance and score. Therefore, the research wants to investigate the factors of their anxiety and the strategies to overcome their anxiety.

### **Identification of the Problem**

There are some problems in language learning particularly for students. One of the problems is the students' anxiety during the EFL classroom. The Cambridge University Counseling Service Center (2012) defined anxiety as a common response to physical and emotional responses to threats; the degree of anxiety depends on each person's past experiences, beliefs, and attitudes. Therefore, classroom anxiety is mainly considered to be a negative factor that reduces students' abilities, because they cannot perform well when they feel anxious. Furthermore, students may feel anxious and struggling with class during the learning process. For instance, they may learn less or may not be able to demonstrate the practical knowledge they have learned. The worse is they may

experience more failures, thereby increasing their anxiety. Some students also think that English is a difficult subject to learn. Consequently, they believe this will affect their self-esteem and make them feel anxious in class.

### **Delimitation of the Problem**

Anxiety can occur in some macro skills of EFL learning such as speaking, listening, writing, and reading. There are myriad factors that will lead students to feel anxious during the learning process particularly in the EFL classroom. However, the researcher tries to focus on investigating the students' anxiety in the EFL classroom by using a quantitative approach and find out the data using a questionnaire. It is to make sure that the result of this study is valid, and it is based on the participants' experience. Besides, the result of this research will be able to cover a wide range of the context and place. In addition, the participant of this research is the students at senior high school in Yogyakarta. Moreover, the participants are the senior high school of grade XI.

### **Research Questions**

This research will be aimed to find out:

1. What are the frequent factors of senior high school students' anxiety in the EFL classroom?
2. What are the frequent strategies used by senior high school students to overcome their anxiety in the EFL classroom?

### **Objective of the Research**

According to the research questions, the objectives of the research are presented below:

1. To investigate the factors of senior high school students' anxiety in EFL learning.
2. To investigate the strategies to overcome the senior high school students' EFL anxiety learning.

### **The Significances of the Research**

The findings of this research are expected to give some positive results and to give contribution for teachers, students, and other researchers. The significances are listed as follows:

#### ***Students***

This research is helpful for students to recognize the characteristics of anxiety among students during EFL learning. Moreover, students are able to know how to restrain and calm down themselves when they feel anxious during the learning. They are able to know how to adjust themselves when facing anxiety while learning. In addition, students will be able to know the factors which cause their anxiety during the EFL classroom. By knowing the factors, students are able to learn how to solve and anticipate the anxiety. Besides, it also helps the students who are the beginner researcher to gain information and knowledge about students' anxiety in the EFL classroom.

### ***Teachers***

This research can be a reference for teachers to know the students' anxiety during the EFL learning process in the classrooms. This research is useful for teachers because the role of teachers is not just teaching in front of the class, but they also need to know the problems in the classroom. In addition, the teachers can find out the factor of the students' anxiety during the EFL learning process in the classroom. By knowing the characteristics of the anxiety among students during EFL learning, teachers can adjust the methodology in teaching EFL, and they can find out the strategies to solve students' anxiety in the EFL classroom.

### ***Other Researchers***

This research is a beneficial source to other researchers who want to continue the research or want to conduct the research under the same topic and explore more about students' EFL anxiety in the classroom. It will be helpful to other researchers to get the reference about the factors of students' anxiety and the strategies used by students to overcome their anxiety in the classroom.

### **Organization of the Chapters**

This research contains five chapters which can be identified as follow. Chapter one consists of the background of the research, identification of the research, delimitation of the problem, research question, objective of the research and the significance of the research. Chapter two is the literature review. It provides the definition of EFL, the factor of the students' anxiety and the strategies to reduce the students' anxiety. This chapter also explains the theory related to the overview of

students' EFL anxiety and conceptual framework. Chapter three is the methodology. This chapter discusses the research methods, including research design, nature and sources of the data, research setting and participant, data collection method, and data analysis. Chapter four contains result and discussion. This chapter presents the result of the data that have been successfully gathered and analyzed by the researcher by using descriptive statistic to find out the min, max, mean, and standard deviation. Chapter five consists of the conclusion and suggestion. The conclusion summarized the chapter one, chapter three, and chapter four. This research suggested for the students, teachers, and the other researcher.