

Chapter One

Introduction

This chapter covers the specific steps, which in this introduction discusses several things, namely the background of the study, statement of the problem, delimitation of the problem, research question, the purpose of the research, significance of the research, and the last is the organization of the chapters.

Background of the Study

English is one of the languages used to communicate. English is an international language for communicating with humans around the world. The term international language may embody that English is used in various language usages. The usage may refer to speakers that possess different cultural backgrounds. For example, people from India, China, and Singapore meet in Indonesia. When they meet, they use English as a means of communication. This illustrates how English functions as an international language (Lee et al., 2019).

Furthermore, in the learning process, anxiety is one of the serious problems since it can hinder the student's learning process. According to Bozavli and Gulmez (2012), worries and feelings of tension especially in learning a second language, including listening, speaking, and learning are called anxiety. Furthermore, according to Karaman (2015a), anxiety is an emotion connected with the psychology of someone who has an unexpected feeling.

Anxiety leads to residual feelings of bad feelings and makes people uncomfortable with feelings with the situation. According to Aprilia (2020), anxiety is a general feeling in which students feel afraid or lose self-confidence of an unknown origin or form. In the learning process, anxiety can prevent students from learning the language. Students often

experience anxiety in a foreign language. According to Bhatti (2016), anxiety of the foreign language is influenced, nervousness and lack of confidence. Anxiety can occur in any student and make an impact on the student. According to Naser Oteir (2019), the factors that cause students to be anxious in learning foreign languages are noticed as test anxiety, fear of negative evaluation and communication concerns. On the other hand, Zhang and Zhong (2012a) stated that anxiety in foreign languages is caused by three aspects, namely the teacher, the learner and the instructional practice. Thus, it can be said that the sources of anxiety in foreign languages are interrelated.

When students want to produce the language, students often feel anxious so that it makes students not confident. According to Oteir and Al-Otaibi (2019) stated that students' anxiety and fear of making mistakes when learning a language is the root cause of their lack of confidence in their language-learning abilities. Students that are anxious will find that studying English is more difficult for them. Students will feel uneasy because of this during the learning process. According to Rafada and Madini (2017), usually people will feel afraid, nervous and worried when they feel anxious. This is one of the factors that can hinder the process of students in learning.

Also, when in the process of learning English students feel anxious and afraid, students will not be confident in producing the language. Noviyanti (2022) stated that students will feel insecure when they make mistakes, making them anxious. Moreover, the primary challenge faced by students during the learning process is the presence of anxiety and inadequate self-assurance in communicating in English within the learning environment, leading them to resort to their native language. The impact of this phenomenon on the academic performance of students is significant.

Drawing from observations of Engineering students at a private university in Yogyakarta, anxiety has been identified as a potential barrier to academic achievement and learning motivation. Furthermore, many students appear to undervalue and exhibit reluctance towards attending English classes. As such, this study aims to investigate the factors that contribute to and influence students' anxiety levels in English classes at the university.

Statement of the Problem

The process of learning English in the classroom at one of the private universities in Yogyakarta has many activities. The activities usually include four English skills: speaking, listening, reading, and writing. In the learning process, students often feel anxious because some of these factors and anxiety impact students.

Based on the observation students' Engineering at one of the Islamic Universities in Yogyakarta, the factor that affects students' anxiety in learning English is the lack of motivation to learn English. Conversely, anxiety has an impact on students, particularly those who exhibit underperformance in their academic pursuits resulting in a lack of growth in their vocabulary. Additionally, some students may choose not to enroll in English courses and undervalue the importance of such classes.

The researcher seeks to investigate the factors that contribute to students' anxiety towards learning English, as well as the effects that such anxiety has on their academic performance.

Delimitation of the Problem

Based on the problem statement above, this research focuses on the factors that affect students because of the anxiety that occurs when they are anxious to learn English and the impact of anxiety that is felt due to anxiety in the process of learning English at an Islamic university in Yogyakarta. This research focuses on the students' at an Islamic

universities in Yogyakarta batch 2020 majoring in Mechanical Engineering. The methodology used to get data is qualitative by performing interviews that focus on impact anxiety in the process of learning English.

Research Questions

There are two research questions in this study formulated by the researcher through interview data collection techniques. The research questions are presented below:

1. What are the influencing factors that make Engineering students' batch 2020 anxious when learning English?
2. What are the perceived impacts when Engineering batch 2020 are anxious in learning English?

Purpose of the Research

Based on the research question, this study aims:

1. To find out the factors that influence Engineering students feel anxious when learning English.
2. To find out the impact felt when students are anxious in learning English.

Significance of the Research

There are three results of the statement based on the Significance of the Research it is conveyed as follows:

For the students

The students get information about the impact of students in learning English in the classroom. They can know that the anxiety they experience is part of the process of learning English so that they can master foreign languages well according to their experience and learning English.

For the teachers

After reading this research, the researcher hopes that teachers can apply teaching methods that can improve English language skills in learning English, to reduce students' anxiety in learning English.

For the next researchers

The researcher hopes this research can provide benefits for next researchers. This research can be used as a reference for researchers who want to discuss the same topic. It is expected that future researchers can expand and cover a wide range of participants under the same research focus.

Organization of the Chapter

This research consists of five chapters. The first chapter is about the introduction. The second chapter is about the literature review. The third chapter is about research methodology. The fourth chapter is about finding and discussion, and the last chapter is about conclusion and recommendation.

First chapter one discusses the introduction, which in this introduction discusses several things, namely the background of the study, statement of the problem, delimitation of the problem, research question, the purpose of the research, significance of the research, and last, the organization of the chapters. Second, chapter two talks about the literature review. The researcher explains the literature review from this research. Then, chapter three describes the research methodology used. This chapter includes the research design

and research setting. The researcher also describes data collection and techniques in this chapter. The last discussion in this chapter is data analysis.

Furthermore, chapter four is about finding and discussion. Here the research interpretation is well organized. Then the discussion of the researcher's findings is enhanced in this chapter. Last, chapter five discusses the conclusion and recommendation. This chapter briefly describes the research, challenges, results, and recommendations for this research.