

Chapter One

Introduction

The purpose of this research was to investigate the correlation between the anxiety of foreign language students and their motivation to learn English at the English Language Education Department. This chapter consists of six parts, namely the background of the research, statement of the problem, delimitation of the problem, research questions, objectives of the research, and the significance of the research.

Background of the Research

English is a language that is learned and used by numerous people around the world. The importance of English in communication is not to be denied. The use of English language is common in the globalization era, because English is a universal language that is used in numerous countries to communicate with each other. Being able to use English in every part of life is a basic need for everyone in today's era of globalization (Medjahdi, 2015). Some countries made English as a second language; however, in Indonesia, English functions as a foreign language. In learning English language, people usually face several problems such as anxiety. Horwitz (2001) found that anxiety has been one of the high variables to interfere with people in learning a language. In learning process, anxiety will restrain people to learn the language. Anxiety gives students a mental block in learning English. This issue pushes students to feel uncomfortable in their learning process. Horwitz and Cope (1986) noted that most people get a mental block to learn a foreign language. According to Ansari (2015), when people get

anxious, they feel nervous, worried, and afraid. It has a significant impact on students because it will prevent students from learning the language. Students get anxiety when they want to produce the language. At the same time, students are anxious to produce their language because they are not confident to do so. A study by Boonkit (2010) showed that students get anxious because they lack the confidence and possess fear of making errors. Sadighi and Dastpak (2017) stated that anxiety involves confusion and worry of the situation where the language is learned. In other words, anxiety is a bad problem because students will choose their first language rather than English language in their language learning process and students' vocabularies will most likely disappear because of anxiety. Besides anxiety that can restrain language production, motivation is also the vital factor of students' success to learn English. According to Cook (2008), high motivation is one of the factors that causes successful learning; in reverse, successful learning also causes high motivation.

The success of learning, especially in language learning, is one of the factors that depend on the motivation. Motivation is a crucial factor in students' language learning to achieve their goal. Motivation plays a significant role in learning English language to measure how students wish to master the language. That is in line with Suryasa et al. (2017) that inferred student's motivation to have a significant role in encouraging students to achieve success in learning English and it is challenging to separate someone's motivation with their success in learning English. Furthermore, failure or success in learning English depends on one's level of motivation. Students will give their best effort to achieve learning

goals when they are motivated to learn English. If a student is demotivated, they will not pay attention and will not even care about their learning which leads to difficulties in improving their language ability and expressing idea.

Both anxiety and motivation play a major role in shaping language learning outcomes and are closely related to Foreign Language (FL) development. As stated by Masgoret and Gardner (2003), anxiety and motivation are contradictory: if students are motivated, they will be confident; however, if students are anxious, then they will be demotivated. The previous studies revealed the discovery of a negative motivation-anxiety relationship. According to previous researches, motivation is a major factor that influences students' concern of foreign languages (Huang, 2005; Liu, 2010a; Liu & Chen, 2015; Wei, 2007). The research by Liu and Huang (2011) found that language anxiety and motivation to learn English were strongly linked to each other. It has also been found that the more stressed students are less likely to learn English. Anxiety rates were found to be slightly lower when the students had higher levels of motivation. Findings from Liu and Huang's (2011) research showed that the more stressed students may be inspired by a language necessity to learn English. Results from both of these studies showed that language anxiety can be linked or related to motivation. However, the other study found that language anxiety and motivation to learn English were barely linked to each other. According to Carreira (2006), the study did not reveal correlations between motivation and foreign language anxiety. The study found that motivation did not really affect student's anxiety in learning a

foreign language for there were more influencing factors such as teacher's roles and the environment.

Based on the researcher's experience and also based on the interview with some first-year students that are currently studying in the department, anxiety had a big impact on students, especially for the first-year students at English Language Education Department in one of the private universities in Yogyakarta. Numerous first-year students of English Language Education Department felt anxious in using English language in the classroom because they were nervous and uncomfortable with the situation; they also lacked confident and received negative evaluation from their classmates and teachers. As a result, it impacted student's motivation in learning the English language. In several cases, it caused the students to feel reluctant to practice English language. As supported by Bhatti (2016), students' anxiety of using foreign language is influenced by their feeling of low proficiency, nervousness, and lack of confidence. Those problems affect student's achievement which leads to low performance in the classroom. Moreover, English students have different level of motivation. Several students faced motivation problem in learning English because they thought that they do not have to use English every time despite studying in an English language education department. They only learned and used English in particular situation. Some students with low learning motivation did not keep practicing to learn the language outside the classroom because they faced difficulties in improving their language ability and expressing idea; unlike the students with high learning motivation.

Based on the researcher's prior observation and informal interview, the students at ELED faced several problems in understanding and producing English language. The researcher found that ELED students learned language with lack of motivation in the classroom. They also did not seek knowledge by themselves and did not participate in classroom activities such as answering questions and asking teachers when they do not understand the lesson. Students may not attempt to learn by themselves to improve their proficiency such as reading English comic and listening to English talk show. Furthermore, ELED students said that they faced problems when learning foreign languages, such as the fear of using English language in the classroom because they feel anxious and nervous. The anxiety when speaking English in front of people may be because they were not accustomed to use the language. They thought that when using a foreign language, they would make mistakes or errors. Moreover, listening anxiety in a foreign language is widely experienced by students. Students also experienced reading anxiety because they were unfamiliar with the scripts or the material. Thus, students became demotivated to learn English well. Likewise, students with low achievement level struggled with their motivation and anxiety when learning and producing the language.

Based on the mentioned problems, the researcher was interested in conducting the research entitled "The Correlation between Students' Foreign Language Anxiety and English Learning Motivation at English Language Education Department". This study sought the extent to which anxiety and

motivation levels in foreign languages interacted with each other to influence language learning outcomes.

Identification of the Problem

There are several challenges in learning a foreign language, especially English language. Based on the researcher's prior observation, the first-year students at the English Language Education Department of a private university in Yogyakarta faced some obstacles in learning English language such as anxiety and low motivation. Moreover, based on the researcher's observation, students in ELED were afraid to express their feeling in the classroom due to the lack of confidence to speak up to each other and to ask the teacher. In fact, anxiety in language learning has become a big problem for students that suddenly appears when they use English language. In the classroom, anxiety most likely appears when teacher asks the students with English language. Anxiety engages in this situation and pushes students to lack confidence and feel nervous. Consequently, students will answer the question with fillers and sometimes mix their answer with L1; however, the teacher will not really pay attention to that. Thus, students choose to use their native language instead of English language in the classroom because they are afraid of making mistake and receiving negative evaluation from their friends or teacher.

This phenomenon is one of the characteristics of anxiety. Based on the researcher's experience, most of the students in batch 2019 of ELED were afraid to use English language in the classroom because they felt anxious and nervous. For instance, they were anxious to deliver presentation in front of the class, write

English paper, and listen to a video using full English. This will most likely lead to anxiety for students where they possess no confidence and feel nervous when using English in classroom activities. This will also lead to a problem where students learn and seek knowledge using a foreign language but they will not use the language in their daily activity.

First-year students of ELED need to learn to English language and apply it to other people. They may have different language anxiety levels due to various variables, such as age, attitudes, and motivation. Moreover, based on researcher's observation on students' motivation, in particular learning situations, students possess different motivation in learning a foreign language. This was visible from students' willingness to learn language or how they were attracted or motivated to do language activities. For students with high learning motivation, they tend to learn language by themselves in expectation to gain knowledge; unlike the students who lose motivation in learning a language. This indicates that students can be influenced by different motives and their motivation may depend on their proficiency level. If students possess low motivation, they are likely to lose their attention, misbehave, and cause problems because they may feel bored and feel like they waste their time learning that lesson. Hence, students do not possess their serious effort to learn English. Therefore, based on the identification of the problem, this research focused on the correlation between the anxiety of foreign language students and the motivation to learn English at the Department of English Language Education.

Delimitation of the Problem

This study only focused on the correlation between students' foreign language anxiety and students' English learning motivation at ELED. The researcher investigated the extent of foreign language anxiety among students at ELED during the learning and teaching process. The researcher was also interested in finding out the extent of students' English learning motivation at ELED. This study investigated the connection between the anxiety of foreign language students and students' motivation to learn English at ELED. Moreover, this research only focused on students of English Education Department in batch 2019.

Research Question

The researcher provided three main questions in this study, namely:

1. How is the level of students' foreign language anxiety at ELED?
2. How is the level of students' English learning motivation at ELED?
3. What is the correlation between students' foreign language anxiety and students' English learning motivation at ELED?

The Objective of The Study

According to the research questions, this study included three objectives. The first aim was to investigate the extent of foreign language anxiety among students at ELED. The second goal was to investigate the extent of learning motivation among students at ELED, and the last goal was to investigate the

connection between the students' foreign language anxiety and the students' motivation to learn English at ELED.

Significance of The Study

This study is expected to be beneficial for several parties to develop teaching and learning language activities, especially in English as a Foreign Language learning activities. The result of this study is valuable for several parties as follows:

The English Foreign Language Students

This study is expected to provide English as a Foreign Language (EFL) students insight regarding the extent of foreign language anxiety among students at ELED. They are provided the information regarding the level of students' English learning motivation at ELED. They are implied to realize the importance of increasing their language skills by reflecting on the problem found in this study. Besides, the finding of this study can also be an insight for students to be more confident, active, and motivated to share their knowledge with others during the learning and teaching process.

The Lecturers

This research is expected to inform lecturers regarding the extent of foreign language anxiety among students at ELED. The lecturers are implied to solve and prevent possible difficulties in teaching by considering the level of English learning motivation of the students at ELED. The lecturers are also implied to understand the connection between students' foreign language anxiety

and students' motivation to learn English at ELED. Thus, the lecturers will support their students to be more inspired to communicate and to be optimistic throughout the learning and teaching process.

The Institution

This study presents insight for the institution to provide a better opportunity or solution for students to enhance their language skills and to overcome their anxiety. Besides, the institution is implied to know the suitable techniques and methods for students to decrease students' anxiety and increase student's motivation. The technique should also be used by every lecturer in every subject. It is expected that the institution will become better in training competent students and experts in various skills.