

Chapter One

Introduction

This study presents several points that we discuss in this chapter. The first part is the research background which explains the general information related to the topic to be discussed in this study. Then, this chapter presents the context of the research and the sites of the problems contained in the research. Next, the research identifies the specific issue to be discussed. After this, the delimitation of the study is presented to focus on this research. In addition, research questions guide the analysis to be presented in the next section. This is continued by identifying specific goals or objectives of the study. Furthermore, there is an interest in analysis which also shows the significance of the research. The last part is the organization section, which shows a description of each chapter which be present.

Background of the Research

In the context of higher education, particularly within the English Language Education Department, students' ability to perform well in exams is often seen as a key indicator of their academic expertise. However, for several students, the pressure to achieve good results can lead to high levels of test anxiety, which can ultimately affect their academic performance and overall well-being. This study aims to explore the extent and underlying causes of anxiety among students in the English Language Education Department, focusing on how

this anxiety impacts their examination experiences and outcomes and this study also investigates appropriate strategies to overcoming anxiety based underlying cause of that anxiety. Based on Anggelina (2022), anxiety is an emotional state characterized by worry, discomfort, or uncertainty, as well as deep fear resulting from threats or situations that feel threatening, even though the exact cause cannot be identified. Based on Erdian et al. (2020) , examinations are a method used to assess students' learning progress and evaluate the extent of their achievements as learners. Thus, students can gauge how well they have understood the subject matter covered during their educational process.

Therefore, it is important to investigate how this anxiety affects students in the English Language Education Department (ELED). This study aims to understand the sources of anxiety, its impact on exam performance, and how specific factors within the educational environment may influence students' anxiety levels. With a better understanding of this issue, it is hoped that strategies can be developed to help students manage their anxiety and improve their learning outcomes.

Identification of the Research Problem

English is learned in an English language Education Department (ELED) of a university in Yogyakarta. In the English Language Education Department (ELED), almost all courses use English in learning. In every English Language Education Department,

Teachers and students use English in teaching and learning activities in class. The activities use English such as listening, speaking, reading, and writing. These four activities are important things to learn and master in the English department. Then, in English classes, students must also be able to master as much vocabulary as possible and learn a lot of grammar to make it easier for students to learn all English courses in the English Language Education department, particularly for preparing for examinations. Examinations are often closely associated with anxiety. Examination anxiety is an issue that students may face when taking exams in the English Language Education Department (ELED). Feeling pressured or worried about exams can have a serious impact on their academic performance. Therefore, it is crucial to understand the causes of this anxiety and its effects on exam results so that effective measures can be designed to help students manage their anxiety.

Students in the English Language Education Department frequently experience anxiety, which is marked by various symptoms. These symptoms include overthinking, trembling, and restlessness. The symptoms of anxiety during exams affect students' learning success. This study aims to achieve several objectives. First, to identify the factors that cause anxiety in students during the learning process and exams. Next, to understand how students feel when experiencing anxiety. Finally, to explore strategies that can be implemented to address anxiety issues that interfere with students during exams.

Delimitation of the Research

This study focuses on examination anxiety. While anxiety can be explored in various fields, this research specifically addresses the issue of anxiety experienced by students during

English examinations. It examination anxiety within the English Language Education Department at an Islamic university in Yogyakarta.

Research Question

Research questions are crucial in determining the scope and purpose of research. They also help to evaluate the topic and determine the purpose of the research. Research questions in this study consist of two questions, including :

1. What are the factors causing students' anxiety in taking examinations?
2. What are the strategies for overcoming students' anxiety in taking the examination

The Objective of the Research

To give a clear direction to the research process, the objectives of the research usually refer to the primary goal or goal that the researcher wants to through research.

The objectives of the research related to the two research questions above include;

1. To find out the factors causing students' anxiety when taking English examination.
2. To find out the strategies for overcoming students' anxiety when taking the English examination.

Significance of the Research

This research is expected to be able to provide useful information and become a broad insight for students, teachers, and researchers.

Student

The researcher used this research to determine the cause of anxiety and strategies for overcoming anxiety in taking an English examination for English Language Education Department students in Islamic Universities. In this study, students can use the research as a solution for overcoming anxiety problems when taking examinations.

Teacher

Teachers have an important role in the learning process of students. Therefore, teachers can use this research as a tool or strategy to help students for taking exams.

Future Researcher

The results of this research can be used by future researchers interested in conducting research in the same field. Researchers can then use this study as a reference for different thoughts and perceptions for the future.

Institution

The institution can use this research to provide new insights that can enrich the curriculum and academic activities at the institution.

Research Organization

This study consists of five chapters. The first chapter explains the background, introduction, research identification, the limitation of the problem, research question, and research objective and the last one is research significance.

In the second chapter, it talks about the literature review. This section provides an explanation of the definition of the exam, types of exams, the definition of anxiety, factors of anxiety, and how strategies to overcome students' anxiety when taking exams.

Next, the third chapter is the methodology. This section explains how the researcher conducts the research. This chapter discusses methods, research instruments, research participants, setting, and data collection techniques and explains how to analyze the data.

Chapter four contains the results and discussion of the research. In this chapter, the researcher will present details regarding the data collection methods used. The researcher will then outline the findings from the collected data, explain the context, and relate these findings to previous studies relevant to the topic. Additionally, this chapter will discuss the implications of the findings as well as the limitations of the research about the research question.

Chapter Five discusses about the conclusions and the implications of the study. In addition, this chapter also includes acknowledged limitations of the research, suggestions for future studies, and practical recommendations on how research findings can be applied in the educational context. Thus, this section provides an opportunity to summarize the contributions of the research to the relevant field study.