

Chapter One

Introduction

This chapter presents several points. Those are; background of the study, statement of the study, limitation of the problem, research question, objectives of the study, significance of the study, and outline of the study.

Background of the Study

Knowing that many aspects in a foreign language are different from the learners' mother tongue, learners have to learn the aspects. Those aspects are communication, culture, connection, comparison and communities (Sadhono, 2015). To be able to communicate well in the target language, it is necessary for learners to receive the language input so that they are capable to produce the output. And then, they need to keep learning in order to develop the fluency. According to Nation (1978), there are four standards that need to be applied in a course to make the learning balanced. Those standards are; a) learning by listening and reading to receive language input, b) learning by speaking and writing to produce the output, c) learning by deliberating attention to language feature to increase understanding d) learning by working with known material across the four skills at a higher level than usual level of performance to develop fluency.

Foreign language learners are expected to participate and interact actively in the classroom in order to achieve smooth learning process and good achievement. They are expected to follow the instruction and activity that are given by the teacher. However, by various characteristics and motivations of the learners, the learning process and result might be different from what has been expected. Some students might prefer to learn grammar or structure and others prefer to practice speaking in the target language without give much attention to the grammar and struggled with it. This variance interest of learners makes difference in each learning result.

The obstacle in learning process might appear because of many differences of the target language and the first language of the learners. It can be the difference of pronunciation, grammar, and the culture. Muljono, Sumpeno, Arifianto, Aikawa and Purnomo (2016) assume that foreign learners face some difficulties in learning Indonesian because of the pronunciation differences. Arab learners also experience difficulties in learning English associated with the linguistic problems such as grammatical errors, morphological errors, syntactic errors, lexico-semantic errors, and spelling errors (Alanazi, 2017). It is no doubt due to the differences of their pattern usage. Another problem affects the success of the learning both students' performance and achievement is their psychological emotion such as anxiety.

In the field of foreign language learning, anxiety has a significant role that affects the learning process. It affects both students' performance and achievement. The learners could be very capable in learning a foreign language, whether in written

or spoken language. However, their performance could be deficient because of anxiety. Salem, Abu, and Dyyar, (2017),state that anxiety has a negative influence in learning.Öztürk and Gürbüz,(2014)view that in a negative implication, anxiety is one of the conspicuous causes in all learning sort. It is a prevalent phenomenon and has been studied for years. The obstacles mentioned above may cause appearance of anxiety. The students with high level of anxiety mostly feel unconfident with their weaknesses in learning languages or feel uncomfortable with environment while learning a foreign language. For instance,in English speaking class students face challenges in performance which lead them to be anxious. Many students are concerned about making mistakes in pronunciation and vocabulary (Öztürk&Gürbüz, 2014). Eventually, the anxious students are prone to achieve lower exam grades than the less anxious students (Zheng, 2018).

Based on researcher's personal experience through her classmates, she finds out that anxiety influences their performance in classroom. Anxious students seem to get tense in particular lectures. Some of them are getting nervous in delivering a presentation in classroom.It happened in a group discussion as well, they sometimes prefer to avoid talking. At the same time, the other students are feeling anxious when the teacher gives unexpected questions. That problem above gets the researcher's attention to study about the anxiety level of the third year students of an English Language Education Department at an Islamic private university in Yogyakarta.

Identification of the Problem

An English Language Education Department (ELED) in an Islamic private university in Yogyakarta has widely implied the student-centered learning and demanded them to be active, creative, and independent in learning process. However, the learning process is not always running smoothly as what is expected. Due to the students' personal perception about the learning, the learning atmosphere will be different for each student. Some students perceive the learning process as a stressful or anxious activity for many causes. For example, the students' perfection attitude which causes them aware about making mistakes during the learning process and concerned about negative evaluation. And then, the students who are not well prepared often experience anxiety when they face unexpected question from the teacher.

In addition, some of them have a high-level of anxiety in speaking. These types of students may feel anxious when they have to talk to others in English, whether it is in a classroom presentation or in a group discussion. The other students have a high-level of writing anxiety. So do with the listening and reading.

Delimitation of the Study

Based on the problem above, the researcher arranges to find out the problem related to foreign language learning anxiety. The researcher concerns to analyze the issue that obstructs the learning process. In this case is students' anxiety level in learning English language. This study is trying to investigate the different level of

anxiety between male and female students and which stage of anxiety the ELED students of an Islamic private university in Yogyakarta are experiencing, low level, moderate level, or high level of anxiety.

Research question

This study addresses to answer three research questions. Those are:

1. How is the anxiety level of the third year ELED students at an Islamic Private University in learning foreign language?"
2. How is the anxiety level of the third year ELED female students at an Islamic Private University in learning foreign language?
3. How is the anxiety level of the third year ELED male students at an Islamic Private University in learning foreign language?

Objective of the Study

Based on the research question mentioned above, the objective of this study is to measure the English learning anxiety level of English Language Education Department (ELED) students at an Islamic private university in Yogyakarta.

Significance of the Study

This study has several benefits, they are:

For teachers. This study presents advantages for teachers to know the level of the third year students' anxiety in foreign language learning. Hopefully, it can help

teachers to understand about the students' need so that they can figure out the suitable strategies in teaching.

For other researchers.For other researchers who study the similar case, this study is expected to become one of their references for their researches. They are able to take it as the related study or the finding can be used as the source of their statement associated with the students of this department.