Chapter One

Introduction

This chapter discusses the reason why the researcher conducted a research under the current topic. It deals with several categories such as background of the study, statement of the problems, delimitation of the research, formulation of the problems, purpose of the research, significance of the research, and organization of the chapter. The details of chapter one is elaborated in the following sections.

Background of the Study

There are various problems in learning English in higher education level. One of the problems that students often suffer was feeling anxious in learning language. The language anxiety of students is a specific obstacle to language acquisition. Anxiety has a negative impact on the achievements and goals of students. According to Mirza and Baig (2011), "anxiety experienced in learning the English language can be debilitating and may influence students' achievements of their goals"(p.1). This indicates that when the learning anxiety was started to happen in students, they will not be able to achieve their target in learning. Language anxiety is a negative emotional state; therefore, it has a negative impact on how to learn or acquire the target language.

Anxiety in learning the English language has various causes or factors. Ying (2008) stated that "language anxiety is caused by (1) personal and interpersonal, (2) learner beliefs about language learning, (3) teacher beliefs about language anxiety, (4) teacher-learner interactions, (5) classroom procedures, and (6) language testing"(p.2). Based on the expert's statement, the researcher can

conclude that there were various factors of anxiety in learning English. Furthermore, based on the researcher's experience as a student in ELED at a private Islamic university at Yogyakarta, the researcher often feels anxious when learning the English language. Moreover, based on the researcher's observation, some students in that classroom feel anxious about learning English.

Therefore, the teachers in that department must be able to implement the strategy in teaching English. The strategies can help the students to reduce students' anxiety in learning English. In the process of learning, especially for students who felt anxious, the students need a teacher who can help them to be more confident in achieving their goals in learning. According to Isjoni (2009), teachers as an educator must have a role to help the students to achieve the students' ability. Cole (2008) argued that the role of the teacher as the strategy creator is to provide practical strategies to achieve the students' needs. Also, some teachers in English education used some strategies to reduce students' anxiety. One of the strategies is a group discussion to make students have self-confidence in the learning process. According to Shimizu (2004), the essential factor that makes students feel confident is oral activities because students can participate in the classroom. It means that students who feel anxious can reduce their anxiety in learning English if the students participate in oral activities in the classroom.

Besides that, the researcher is interested to know the strategies of the teacher to reduce students' anxiety in learning English in higher education. Moreover, most students felt anxious about learning English, but the teacher had many strategies to reduce students' anxiety in learning English, especially in

higher education it can be proved when the teachers teach in the classroom, they used many kinds of strategies in every meeting. The researcher expected that by knowing some factors of anxiety, the researcher can find the strategies to reduce anxiety and the researcher can be apply those strategies to reduce students' anxiety in learning English when the researcher becomes a teacher in the future, and what difficulties are faced by the teacher in implementing those strategies to reduce students' anxiety in learning English especially of students in a higher education institution.

Identification of the problems

Anxiety is one of the problems that students often got in learning English. It was made students cannot achieve their goals in learning English language.

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The first problem was students' anxiety in personality, and this problem came from personal or interpersonal characteristics. The second problem was students' beliefs about language. The third problem was students' interaction when students feel uncomfortable with some teachers, it means that the teacher must know how to make students pay attention to the teacher. The fourth problem was classroom procedure, and it happened when the students did not like how the

teacher in teaching them in the classroom. The fifth problem was language testing that students' anxiety face in TOEFL (Test of English as a Foreign Language). The sixth problem in learning four skills in the English language is students must master in speaking, reading, writing, and listening skills. So, the fourth English skill made students felt anxiety when they did not master four skills in English language. The last problem was that the teacher has the difficulties in implementing the strategies in teaching. One of the difficulties is the strategy not appropriate with students' needs. Hence, one of the strategies that the teacher can use to reduce students' anxiety in learning English was oral activities in learning English.

So, the researcher was interested in investigating what are the teachers' strategies to reduce students' anxiety in learning English and what are the difficulties that teacher faced in the implementation of strategies to reduce students' anxiety in learning English in a higher education level is.

Delimitations of the Research

Focusing on the result of the research, the researcher makes the limitation in order to get the specific findings. Based on the problems mentioned in the statements of the problem, the researcher was interested in finding strategies and difficulties to reduce students' anxiety in learning English is presented by the teacher. Besides, this research focuses on finding out the teachers' strategies and the difficulties of the teacher in implementing those strategies to reduce students' anxiety in learning English also, this research only focuses on the students and teacher interaction during learning process.

Research Questions

The researcher would like to find out the strategies that can be apply by the teachers in teaching students who have anxiety in learning English. It can be formulated in the following questions namely:

1. What are the teachers' strategies to reduce students' anxiety in learning English in a higher education institution?

2. What difficulties are faced by the teachers faced in implementing those strategies to reduce students' anxiety in a higher education institution?

Purposes of the Research

The purposes of the study were to answer the formulation of the problem; they are:

1. To investigate the teachers' strategies to reduce students' anxiety in learning English in a higher education institution.

2. To identify the difficulties are faced by the teachers faced in implementing those strategies to reduce students' anxiety in learning English in a higher education institution.

Significances of the research

This research provides some of the benefits. Those are for students, for teachers, and future research.

For students. Students will know about the kinds of strategies to reduce students' anxiety in learning English. Moreover, students can reduce their anxiety in learning English. Furthermore, students as teachers in the future can apply

those kinds of strategies to the students with appropriate strategies based on students' characteristics.

      For teachers. This research can help the teachers in improving their strategies in learning English to explore their teaching methods. The teacher can use strategies to reduce students' anxiety in learning English, especially students in a higher education institution.

      Future researchers. From this research, the researcher expects that it could inspire other researchers who will conduct a study that is related to this topic and further discussion about strategies in teaching to reduce students' anxiety in learning English. Moreover, the researcher expects those other researchers could be motivated to find out more about strategies to reduce students' anxiety in learning English, especially students at a higher education level.

Organization of the Chapters

      This research was written in five chapters, and each chapter has a sub-chapter. The first chapter in this research was introduction. The introduction consisted of a background of the study, statement of the problem, limitation of the research, formulation of the research, purpose of the research, significance of the research, and the organization of the research. The second was chapter two; part of the research has discussed the literature review. The literature review consisted of the theories about the definition of anxiety, factors of anxiety, students' anxiety, teacher strategies to reduce students' anxiety in learning English, teacher difficulties in implementation of strategies to reduce students' anxiety in learning

English, and conceptual framework. The literature review should be related to the study found from e-books, journals, and books to support this research.

The methodology was presented in chapter three. This chapter consisted of research design, research setting, research participant, data collection technique, data collection procedure, and data analysis. The fourth was chapter four, it was discussed the findings and discussion. This part elaborated on finding and discussion. The last was chapter five presented the conclusion and recommendation of this research. The conclusion was summarized of the study taken from the previous chapter. The recommendations provide several suggestions for some practitioners in the future are for students, for the teacher, and future research