

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents: (1) background, (2) research problems, (3) research objective, (4) significance of the study

### **1.1 Background**

English is used widely by many people in daily life. Harmer asserts that English is used in various aspects of human life such as in the fields of art, science, human sciences, travel, and the social sciences. He also states that in international trade and diplomatic relations also use English as a communication tool (as cited in Astrid, 2011, p.176). In addition, English is also used by people for entertainment, getting job, business, education, and information. Similarly, Reddy (2016) says English is used in our everyday life such as business, education, getting job, information, media and entertainment. English language is widely used for education. Similarly, Richard states that English is used in many aspects of education like university entrance exams, school exams, and other examinations (as cited in Afriani, 2017, p.111). In short, English as international language is used by many people in various aspects of human life.

In global era, English is used by many people in several countries in the world and it makes English become one of importance language in the world. Brumfit, Broughton, Flavell, Hill, and Pincas (2003) explain that English is the most widely used by people in the world and there are 300 million native speakers of English are found in every continent. In fact, there are some countries use English as first

language and there are some other countries use English as foreign language. It is because learning English are necessary for all countries in the world (Brown as cited in Herlina, 2016, p.53). Similarly, Reddy (2016) states that there are 375 million people use English as first language and there are 750 million people use English as second language. To sum up, English is used by many countries in this world as first language or foreign language.

In relation to the countries that use English, Indonesia is one of countries that use English. English makes people in Indonesia learn new things and different culture around the world, so it is necessary to learn English which was supported by Komaria that “The 1989 law on the Indonesian educational system gives English a place as the first foreign language among other foreign languages used in Indonesia” (as cited in Abrar, Mukminin, Habibi, Asyraf, Makmur, & Marzulina, 2018, p.129). In addition, as importance subject, Indonesia pays more attention to English. In fact, student learns English start form elementary school up to university. Similarly, Wulandari (2010) states that English subject is learned by Indonesian student from elementary school up to university in order to improve the quality of human resources in Indonesia. Subsequently, Lauder claims, “English is widely recognized that English is important for Indonesia and the reason most frequently put forward for this is that English is a global” (as cited in Saputra & Marzulina, 2015, p.1). In brief, English is first foreign language that has to be learning from the elementary to university level in Indonesia.

Unfortunately, there are some problems that are faced by people in learning English. Bibi states that the problems that are faced by students in learning English

are students lack of grammatical, especially about how to arrange sentences, how to use conjunctions and how to use verbs (as cited in Astrid, 2011, p.176). On the other hand, the problems come from students themselves. Brown (2000) explains that the problems faced by students in learning English come from themselves such as, self esteem, willingness to communicate, motivation, and anxiety. In short, there are many factors that cause student have problem in learning English and one of the factors is anxiety.

Anxiety is a feeling of fear that occurs continuously. Specifically, Horwitz (1986) explains that anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. Similarly, Xu (2011) states that anxiety is correlated by negative feelings like uneasiness, frustration, self-doubt, apprehension and tension. To sum up, anxiety is reaction of people that have a negative feels such as, uneasiness, frustration, self-doubt, apprehension and tension.

In addition, anxiety actually is a critical problem for students in learning English. Horwitz (2001) asserts that one-third of all English foreign language learners face anxiety. Furthermore, Salehi and Marefat (2014) argue that anxiety is problem in language education setting especially in English language because it will be obstacles for students to learn English. There are some examples of obstacles that are faced by students who experience anxiety. Hu and Wang (2014) state that in communication class, students who experience anxiety face obstacles such as they are so nervous in front of the class, they avoid answering the questions or the answer is short and unclear and they donot open their mouth in English class. Furthermore, teacher feels

that anxiety is a problem that influences students in learning English. They also argue that anxiety makes learners shy and afraid in foreign language class and it has negative influences on students' confidence, self-esteem, communicative competence and exams. Additionally, teacher feels that anxiety is a problem that influences students in learning English. Horwitz (1986) argues that teachers and students generally feel that anxiety is a major problem to be overcome in learning English as foreign language. In short, the problems of anxiety in learning English are serious problem because it impacts to students' skill and students' performance of foreign language learning activities.

The effect of anxiety happens on State Islamic University of Raden Fatah Palembang specifically in English Education Study Program, most of EFL students faced anxiety as their the problem in learning English. Those facts proven based on my experience when I was in the first semester, I studied speaking and the lecture asked the students to speech on the spot in front of the class. During speaking class, I felt worried, got panic, and felt uncomfortable with the situation in class. After that, the lecture called my name and I got sweating, felt anxious and forgot about my speech. Furthermore, when I asked my friends, they had same feeling with me. In short based on my experience, it showed that most of students' felt anxious when they learned English.

Based on the explanation above, I did preliminary study to some EFL students of English education study program in Faculty of Tarbiyah and Teaching Sciences State Islamic University of Raden Fatah Palembang. I interviewed English lecture on informal interview appendix A. It can be concluded that EFL students of Islamic

University of Raden Fatah Palembang has an issue in English anxiety. Some factors were lack of confidence, personality factors, teacher and other students' feedback and evaluation and lack of preparation. Hence, it was critically essential to analyze the factors that cause students' anxiety in learning English. Hence, it was critically essential to analyze the factors that cause students' anxiety in learning English.

Furthermore, there are some researchers who have done the similar research about English language anxiety. Wang (2009) explains about the factors that cause English language anxiety of Taiwanese university students. It shows that there are some major factors such as students have low self-perceived English proficiency, feel fear of negative social evaluation, feel difficulty in comprehension, feel fear of speaking English and self-perceived personal characteristic. Besides, Asif (2017) found that three factors that cause Saudi EFL learner's anxiety in learning English such as, L1 interference, fear of making mistakes, and performance Anxiety. In addition, Al-Saraj (2011) found two factors students' anxiety in learning English such as internal factors students focus on student English proficiency and student cultural tradition and external factors focus on indicated that contact with the people and culture of the foreign language. In short, some researcher found that factors that cause English anxiety when the students learn English.

Based on the explanation above, I did the similar research to EFL students of English Education Study Program in State Islamic University of Raden Fatah Palembang because anxiety is one of problem that happen in learning English. Subsequently, I interested to conduct the research about English language anxiety in English Education Study Program in State Islamic University of Raden Fatah

Palembang. Thus, I want to find out the factors that cause EFL students' English anxiety in learning English. This study was entitled "Exploring the Factors that Cause English learning Anxiety Experienced by EFL Students: A Case Study of English Education Study Program, State Islamic University of Raden Fatah Palembang" by analyzing the factors that cause students' anxiety in learning English.

### **1.2 Research Problem**

From the introduction above, the research problem was formulated in the following question:

1. What were the factors that cause English learning anxiety among EFL students of English Education Study Program in Faculty of Tarbiyah and Teaching Sciences of State Islamic University of Raden Fatah Palembang?

### **1.3 Research Objective**

Related to the problem above, the research objectives was:

1. To find out the factors that caused English learning anxiety among EFL students of English Education Study Program in Faculty of Tarbiyah and Teaching Sciences of State Islamic University of Raden Fatah Palembang.

### **1.4 Significance of the Study**

This research expected can give many benefits to many parties. First, students can know and be aware of the factors that cause students' anxiety in the process of learning English. They can begin to resolve this problem early. So, their anxiety in learning English can be overcome and it makes them more comfortable to learn English. Meanwhile, lectures will know the factors of English learning anxiety that

affect their students, lectures can help them to reduce their anxiety in learning English. This study is also hoped to give the benefits for the other researchers. It can be references for other researchers want to have a similar research. It is also expected that the anxiety topic will be discussed more deeply. Then for researcher self, this research can give information how to analyze the factors that cause EFL students' learning English anxiety.