CHAPTER I

INTRODUCTION

In this chapter, the researcher presents background of the study, research problems, research objective, scope and limitation, research significance, and definition of key terms.

1.1 Research Background

Education is the most important thing in human life, because educational humans can learn something that he or she had not yet know understand, and apply in their real life. According to Notoatmodjo (2010:16), education in general is any effort planned to influence other people, individuals, groups, or communities so that they do what the educator wishes to do. Based on the act of the national education system No.20/2003, education is a conscious and well-planned effort to create an atmosphere of learning and process of learning, so that learners actively develop their potential to have spiritual power, self-control, personality, intelligence, noble character, as well as skills needed by him or her, society, nation, and state. Based on that statement education is a process to get knowledge, intellectual, emotional, and improving knowledge to get better in live.

There are two kinds of education; formal and informal. Formal education is education held in schools in general. This educational path has a clear educational levels, ranging from basic education, secondary education, to higher education. Moreover, Non-formal education is the path of education outside of formal
education that can be structured such as; courses institutions, training institutions, study groups, and community learning centers.

Meanwhile learning process especially in SMA Muhammadiyah 1 Malang based on curriculum 2013 for English lesson in eleventh-grade of senior high school is too general, different from college for the English department it has specific lesson. For structure, it has only focused on a structure without another subject, meanwhile in Senior High School the lesson more complex it means in one subject for example in English lesson. The students learn a lot of materials for instance: vocabularies, pronunciation, speaking, and writing. In writing the students learn about narrative text and etc. while their practice makes an example of narrative text, those still get difficult to clarify the form of tenses or even grammar. Moreover, grammar is one of the materials that is avoided by eleventh-grade at SMA Muhammadiyah 1 Malang.

Grammar is very important because it makes the speaker constructs correct sentence grammatically order and conveys the meaning clearly. As stated by Nordquist (2017) in most cases, grammar is taught as an end in itself rather than as a means to an end. Ideally, the teaching of grammar must help our students to produce utterances that exemplify the grammatical rules, but it seems that generally the teacher focuses on teaching the rules of grammar and ignores the communicative aspect of language. It means that grammar is one of the important things in language learning process.

Learning tenses is a part of grammar such as past tense. According to Harmer (2001: 12), Past tense is expressing an action that has happened or a state that
previously existed. Based on that statement past tenses as activities or situation began and ended in the past.

In learning English process, study about tenses is very important, because tenses are basic rules in the language. In general, every teacher of English in Indonesia has always taught tenses in English language materials especially in the class. But there are still a lot of students of SMA Muhammadiyah 1 Malang still get difficulties in learning tenses, particularly the past tenses. Because from the beginning they had assumed that past tenses are difficult to learn. This is partly related to the assumption that past tenses are a scary subjected it becomes a factor of why student’s anxiety when learning about past tenses.

According to Horwitz (2001:113), Anxiety is a normal reaction to stress and can be beneficial in some situations. It can alert us to dangers and help us prepare and pay attention. That differs from normal feelings of nervousness or anxiousness and involve excessive fear or anxiety. It can cause people into try to avoid situations that trigger or worsen their symptoms. Job performance, school work, and personal relationships can be affected.

Student’s anxiety when studying past tenses is resulting in self-control, the urge to act, passion and fear and to modify themselves. Students who have an anxiety problem often become agitated and require a long time to eliminate this fear. If anxiety in learning past tenses have dominated the mind of someone, it would be difficult to think and concentrate that eventually, students will be reluctant to learn past tenses and stay away. As a result, the higher the anxiety level of the lower student achievement on student understanding of past tenses.
In the result of previous research about student’s anxiety, entitled "an analysis of eleventh-grade student’s anxiety in learning speaking class at SMA Negeri 18 Malang by Yunanda (2012). From the University of Muhammadiyah Malang. He found there is four factor that causes students anxiety in learning speaking namely: pressure by parents and teacher to get good grades at school, students ‘lack of confidence in their ability to speak English, fear of making mistakes, and students’ beliefs that English is an extremely difficult language to learn. Besides he said there are three strategies that teacher used to overcome students ‘anxiety in her class, namely relaxed atmosphere, group work, and varying speaking activities. The similarity between his research and this research is the method they are research design, technique, and instrument of research. However, the difference from his research is the object of this research. His analysis of student’s anxiety in learning speaking, while this research analysis about student’s anxiety in learning past tenses. This study support to this research in inform about student anxiety in learning.

Another, previous about past tense entitled the problem in Mastering English Tenses and Aspect and Role of the practitioner by (Rahman & Ali, 2015), Catteswari road, Bangladesh 2015. He said that tenses cannot distinguish between expressions, especially when the expressions are in the same tense. Besides, he recommended that language teacher and language teaching material need to focus on the areas in which learner are likely to face difficulty. The similarity to this research is he used tenses to be the object of the research, however, he adds Aspect and Role of the practitioner to be an object of his research. This research tells the problem in learning tenses where it can support the research.
Therefore, the researcher realizes that learning past tenses are one of the important factors which make students feel anxious in learning especially in English. Thus, in a classroom. That is why the teachers should find ways to support students with this problem in their teaching and learning process such as giving positive comments to the students and create enjoy an environment that students can have fun in the learning activity in the classroom to make them comfortable to study past tenses in class without feeling anxious.

Based on the background stated above, the researcher wants to conduct a research about “An Analysis of Eleventh-Grade Students’ Anxiety in Learning “Past Tenses” at SMA Muhammadiyah 1 Malang”.

1.2 Research Problems

Based on the research background above, there are two problems that are formulated as follows:

1. The factors cause the student’s anxiety in learning “Past Tenses” at SMA Muhammadiyah 1 Malang?
2. The strategies used by the English teacher guide the students to minimize their anxiety in learning “Past Tenses” at SMA Muhammadiyah 1 Malang?

1.3 Research Objective

Related to the statement problems above, the researcher object can be explains as follows:

1. To describe the factors which cause the student’s anxiety in learning “Past Tenses” at SMA Muhammadiyah 1 Malang?
2. Describe the English teacher’s ways in guiding the students minimize their anxiety in learning “Past Tenses” at SMA Muhammadiyah 1 Malang?

1.4 Scope and Limitation

The scope of this study will focus on students’ anxiety in learning “past tenses” meanwhile the research is limited to discuss only on eleventh-grade of 1st chemistry class at SMA Muhammadiyah 1 Malang.

1.5 Research Significance

The researcher of this thesis hopes that the result of this study is useful for the teacher, students, and researcher. The information could help the teacher to understand more of anxiety experienced by students when they are learning “Past Tenses”, try to find the strategies to reduce their difficulties in learning “Past Tenses”. Through this study, it is hoped that teachers could also understand how anxiety affects the students’ in learning “Past Tenses”.

This research is also expected to give contribution to the students in increasing their ability in learning “Past Tenses” skill and also help them to find out the ways or strategies in order to reduce anxiety problems, especially in learning “Past Tenses”. Furthermore, this study is expected to help another researcher to conduct similar research and give more details information dealing with “Past Tenses” for further study.

1.6 Definition of Key Terms

The following definitions are important to make the readers to have the same understanding for some terms used in the research. The key definitions are as follows:
1.6.1 Learning is an activity of the process to get skills, knowledge, abilities, experiences and attitude. Besides learning can also be interpreted as a process performed by individuals to learn new behavioral changes a whole (Sanrock, 2009).

1.6.2 Student’s anxiety is a reaction of students to an unpleasant emotional states, which is characterized by subjective felling like stress, fear, worry, and also characterized by active central nervous system (Oei, 2011).

1.6.3 The past tenses is a habitual activities or action that states in the past time continuance or habitually done Payne (2011:281).