

CHAPTER I

INTRODUCTION

This chapter aims at providing a clear understanding of conducting this present study, it discusses some topics related to research background, problem, objective, significant, the scope and limitation, and the definition of key terms.

1.1 Research Background

Since emotions affect learning, they have an impact on the classroom. Emotions influence students' ability to catch information and their knowledge of what they are getting in learning. When emotions become an important part of learning strategies and techniques, they can have a major impact on learning (Musthachim, 2014). Emotions manage students' attention, influence their motivation to learn, modify the methods they choose to use, and have an impact on how they self-regulate the way they learn. In addition, emotions can impact student achievement and development, but it is also important to consider students' emotional health as a goal in itself (Pekrun, 2014). A positive emotional state can support students' successful learning because during the process, they feel happy, calm, and safe. Meanwhile, Agustina et al., (2023) state that negative emotions can bother teaching and learning process. When emotions are negative, students will feel sad, angry, hopeless, worried, and afraid, disrupting their learning and capacity to learn well in class. These conditions are called feelings of anxiety (Darmawati, 2017).

In Indonesia, English is taught as a Foreign Language (EFL) in every school, from elementary to university level. Indeed, students' emotions are often

more hopeless than joyful when they are learning English. It cannot be denied that learning EFL is challenging and difficult. In the past, there has been a phenomenon among language academics to investigate the factors that contribute to the increasing difficulty of the language learning process. According to the literature, the affective aspects of EFL learning anxiety is one of the most studied emotional terms in psychology and educational research (Cakici, 2016). In addition, Agustina et al., (2023) state that anxiety may decrease student's ability to concentrate during the learning process. Furthermore, these variables contribute to lack of ability to gain their fluency in English. According to the explanation, students must manage their anxiety well in order to helping the learning process and achieve their learning results.

Furthermore, based on initial interview with English teacher conducted at SMA Muhammadiyah 25 Pamulang showed that several students, especially those in grade 11, experienced anxiety during learning English. They often show more attraction and struggle to maintaining focus during learning English. Following on these findings, this study focuses to analyze the impact of student fear in learning English and exploring of what can contribute their anxiety. Hanifa (2018) states that it is important to gain an awareness of Foreign Language Anxiety (FLA) in order to improve their skills. Indeed, it aims to find the causes of FLA and explore various factors that trigger FLA in English for EFL learners. These factors refer to cognitive, affective and performance aspects.

Number of research related to anxiety in learning English have been conducted by many researchers. For example, Neman and Ganap (2018) found that the level of students' anxiety is caused by gender. The data show that female students tend to experience higher levels of anxiety in learning English than male students. The second study was conducted by Bima and Adi (2021), they focused on analyzing speaking anxiety in English lessons. Based on the results of the study, showing that the correlation found classroom environment and motivation on speaking anxiety. The third study was conducted by Sari and Ningsih (2022). This study is almost similar to the second study, they analyze students' motivation and anxiety in learning English. The results show there are three anxiety factors are felt by students. Meanwhile, the factors that cause student anxiety are feeling anxious because of teacher factors (46.84%), feeling anxious because of the lesson material (29.30%) and feeling anxious because of individual factors (47.87%). Based on the results of this research, researchers suggest that teachers can choose the right strategies and materials so as not to eliminate learning motivation which can cause anxiety in students when learning English.

However, these three previous studies only explored the problem of student anxiety from the aspect of teacher and student factors. Therefore, this research continues to identify problems in FLA, especially environmental factors in class 11 at SMA Muhammadiyah 25 Pamulang. This condition leads researchers to focus and find out more about students' anxiety in learning English based on environmental factors. It is hoped that the information obtained through this research will provide useful insight and awareness for EFL teachers, enabling them

to establish an appropriate learning atmosphere that will help minimize FLA and stimulate learners. This means that this research will help lecturers or teachers. Additionally, it provides tips on how to increase class enjoyment in English class. Thus, future researchers can expect this research to shed new light on students' anxiety when learning English as an EFL.

1.2 Research Problem

Do environmental factors influence students' anxiety in learning English?

1.4 Research Objective

The objective of this study is to figure out what factors are more probable to cause anxiety as perceived by the students at 11th grade of SMA Muhammadiyah 25 Pamulang.

1.5 Research Significance

In the past, there have been many studies of foreign language anxiety. This has resulted in an increasing public need for research in the foreign language learning process. Research on this issue has produced many factors, but there is one factor that is not given much attention. To fill this gap, this study aims to investigate foreign language anxiety in students, especially environmental factors. Another aim of this research is to find out whether there is a significant influence between environmental factors and foreign language anxiety.

1.5.1 Theoretical significance

This research is expected to give information about the type of students' anxiety as EFL learners, the factors that cause foreign language anxiety, and students' ways to overcome their anxiety in learning English as a foreign language.

1.5.2 Practical significance

a. For students

Through this research, the students can figure out environmental factors that cause them to feel anxiety in learning English as a foreign language, the type of their anxiety, and how to overcome the anxiety in learning English as a foreign language. Then, they can learn English better.

b. For teacher

By this research, the teacher can know the factors that cause students' anxiety in learning English as a foreign language and the type of their anxiety so they can find a way to lessen the causes that can make students able to decrease their anxiety feeling.

c. For future researcher

For future researcher, this research can be one of their sources if they are studying anxiety in learning English as a foreign language.

1.6 The Scope Limitation

The scope of this research is students' anxiety in learning English as a foreign language based on factors that cause students' anxiety in speaking English, especially environmental factors.

1.7 The Definition of Key Terms

1.7.1 Student's Anxiety

Anxiety is a feeling of worry about something that will happen, such as when learning English as a foreign language. students' feelings of tension and frustration in class or described as a state of fear, fear is directly associated with an object (Musthachim, 2014).

1.7.2 Foreign Language Anxiety

Foreign language anxiety is an obstacle that includes feelings of tension faced in language learning(Rahman, 2017).

1.7.3 Classroom Environment

The classroom environment is a situation where communication takes place for students and teachers which must be considered, improved and fostered for success in learning (Bima and Adi, 2021).

