



## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Research

Anxiety has emerged as a key factor influencing students' overall language learning experiences as well as their performance in the classroom. Particular difficulties arise while learning English in context, particularly for those who are studying it as a second language, which may make students feel more anxious. This anxiety may range in many aspects, from fears of making mistakes to pressures concerning how well one performs in a language that is not their mother tongue. The types and forms of anxiety are, therefore, critical to be understood in developing effective educational strategies and interventions able to accommodate the different needs of learners in such a way as to improve learning achievements for students at large.

Anxiety has a significant role in the studies on learning English. Second, anxiety makes it difficult to acquire a language, lowers involvement, and ultimately degrades academics. According to Alamer & Lee (2021), students who have undergone high levels of stress generally avoid participation; they put themselves in a weak position as far as the language retention perspective is concerned resulting in poor performance in terms of assessments. Identifying and treating different forms of anxiety that students go through will help educators to develop a more supportive and efficient learning environment. This has particular resonance in today's modern and most connected world, wherein English language skills are usually the key to academic and professional success. Al-Issa & Mirhosseini (2019) anxiety acts as a blockade in language learning. Since English is dominant in international communication, commerce, and academia as a lingua franca, educational systems have to understand the barriers that anxiety poses to learning the language.



Dimensions of anxiety in language learning have already been explored in earlier studies. For example, the relationship between anxiety and language proficiency has been investigated; this also includes how classroom dynamics influence anxiety levels and strategies that students use to overcome anxiety. As noted, factors such as teacher-student interactions, class environment, peer pressure, and personal expectations all play a big role in shaping the anxiety level of language learners. However, what is called for is a deeper understanding of the specific kinds and forms of anxiety which students experience within the context of learning English. Most existing research tends to generalize anxiety or focus on a limited number of factors, leaving gaps in comprehensive knowledge about this multifaceted phenomenon (Cheng & McCarthy, 2018, p.537). For example, although general language anxiety has been widely documented, research on situational anxiety triggered by specific classroom activities or assessments is lacking (Brown & Barlow, 2018, pp.325-354).

This research aims to clarify the forms and types of anxiety students in learning English. The present study, therefore, attempts a detailed and in-depth understanding of language learning anxiety with a view to developing certain specific strategies to reduce it. The findings from this research may, therefore, help educators, students, and policymakers to come up with language teaching techniques that have better efficacy in enhancing the educational experience as a whole. Mitchell & Sutherland (2020) it can also elicit more responsive curriculum design or pedagogical approaches to learners' emotional and psychological needs by spotting specific anxiety triggers and manifestations.

The research adds to the general fields of educational psychology and language education through its answers to questions about the types of anxiety students go through while learning English. This piece of research provides significant inputs as and when related to psychological barriers to language learning and measures to solve these issues easily for the studying students. It is in this understanding of the different types of anxiety that affect students that educators can employ individualistic teaching methods

toward effective learning. The success of this approach will ensure a better learning environment that is free of fear and anxiety, counterproductive to effective teaching. This can improve language acquisition outcomes, student satisfaction, and confidence in using English both inside and outside the classroom (Webb & Doman, 2020, pp.240-274).

I discovered a phenomenon at this school while undergoing practical field experience. When I taught at 10<sup>th</sup> grade, they were reluctant to do the assignments to improve the quality of their skills in English, spoke English with their limited vocabulary, and had difficulty preparing answers to the practice questions given, among other things. Therefore, I am interested in researching anxiety forms and types in learning English lessons as a foreign language.

This phenomenon can be felt by English teacher. Especially at MA Balongrejo school, this school made the author enthusiastic about researching this problem. My goal is that students at the school can reduce their anxiety little by little when learning English. The educators are able to understand the types and forms of anxiety experienced by their students.

## **1.2 Research Questions**

Based on the above background the study, the researcher has formulated the problems of the study as follows :

1. What types of anxieties do learners experience about learning English?
2. What are the forms of anxiety the students experienced?

## **1.3 Research Objectives**

The objective of the research guiding this study is stated as follows :

1. To find the types of anxieties the learners experience in learning English
2. To find out the forms of anxieties the students experienced.



## **1.4 Significance**

### **1.4.1. Theoretical Significance**

Theoretically, this research is able to provide a concept of the relationship between student motivation in learning English both in the classroom and outside the classroom. So that learning English is no longer considered “difficult” for them. This research shows further into the concept of exploring their English as a pleasure in students’ daily lives. This provides insight into how anxiety factors into and influences anxiety about learning English. Many things influence students’ willingness to be motivated in learning English (Sari & Ningsih, 2022, pp.181-188).

### **1.4.2. Practical Significance**

This research has great practical significance in the context of English as a second language education. Mitchell & Sutherland (2020) by identifying the types and forms of anxiety experienced by students, the results of this research can provide clear guidance for educators in designing teaching strategies that are more effective and responsive to students' emotional needs. Educators can use these findings to develop more supportive learning environments and appropriate interventions, such as anxiety reduction techniques, collaborative learning methods, and less stressful assessment approaches (Darling-Hammond, et al, 2018, pp.97-140). Hargreaves, & Shirley (2021) in addition, a deeper understanding of student anxiety can help policymakers in formulate educational policies that are more inclusive and focused on students' psychological well-being, thereby improving learning outcomes and student satisfaction in English learning.

## **1.5 Scope and Limitation**

This research details the different types and forms of anxiety that occur among students while learning English as a foreign language. The scope of this research is limited to 10th-grade students studying English, the





majority of students there experience anxiety. The number of respondents from this research was 28 students in total. This study excluded the response and actions of the teacher to the anxiety experienced by students. Sevinc & Backus (2017) Additionally, although this study attempted to provide a comprehensive understanding of anxiety in language learning, it may not have considered all external factors such as personal background, socio- economic status, and individual personality traits that may also influence anxiety levels. It's explained here in the research paper what the school should do to address the various forms and types of anxiety experienced by its students.

## 1.6 Definition of Key Terms

### 1. Anxiety

Kasmiati (2021) anxiety is a general feeling, where a person feels fear or loss of self-confidence that is not clear in origin or form.

### 2. Types of Anxiety

Types of anxiety are individuals may suffer anxiety disorders in a variety of forms or categories, each with unique traits, origins, and symptoms. (Silverman, et al, 2015, pp.798-802)

### 3. Forms of Anxiety

Spielberger (2013) the form of anxiety reflects the diversity of forms that manifestations of anxiety may take in an individual, including variations of how such anxiety is experienced and felt.