

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English teaching in Indonesia still faces many problems. One of the most common problems is the poor level of students' classroom participation. This phenomenon is indicated by students' choiring participation (Suherdi, 2006). As the consequence, students may lack and even lose the opportunity of practicing English. Students's activeness include asking, giving opinions, and pay attention to the learning process. According to Mulyasa (2002), learning process is considered good if all or at least most (75%) students are involved actively, physically, mentally, and socially in the learning process.

Various factors can affect learners' participation which may be related to teacher, learners, classroom and contents of activities (Mai, 2011). In an English classroom, both students and teacher should actively participate, but in fact, they are often not active. That is a general issue which not only Indonesian students, but many other learners as well. By investigating students' anxiety to participate in English classes, teacher can understand about the causes of students' anxiety to actively participate in English classes especially in senior high school.

In teaching and learning process in a language classroom, the teacher usually asks the students to communicate with others in English. After that the teacher correct their performances and gives responses or judgement. Sometimes, those activities take the students into anxiety. Many studies

show that Foreign Language Anxiety (FLA) is a major factor experienced by English language learners. Consequently, the student are anxious to participate. There are some language anxiety categories that can affect student's participation in an English classroom. Three categories of foreign language anxiety in the language classroom have been identified by Horwitz and Cope (1986) as : (1) communication apprehension, (2) fear of negative evaluation, and (3) test anxiety.

Foreign Language anxiety can be seen in the language classroom clearly. There are some passive students during teaching and learning process. Sometimes they don't want to ask even nervous because they can not speak in English or they are afraid for doing mistake. It has been found that many Second Language (SL) or Foreign Language (FL) students, especially Asian learners are passive in language classrooms and choose not to use the target language most of the time, especially when responding to teachers (Cortazzi & Jin, 1996; Tsui, 1996). To explore the English skills of students, the teacher should change the learning and teaching method that is implemented to the students to be more effective. For the reason, students are not afraid to express their ability and they are attracted to participate.

Based on the problem the researcher is excited in investigating students' reluctance to participate in English classes and what are students' strategies to overcome the problems. The researcher think that Baturraden Senior High School is one of senior high shool which has the same problem in this research. Therefore, the researcher decided the senior high school because in Baturraden Senior High School participation is settled as one of the most important aspects that can be used as the tools of evaluation to

measure the students ability whether the students have achieved the learning target or not. The researcher will conduct a research entitled “Students’ Anxiety to participate in English Classes” (A Descriptive Study on State Baturraden Senior High School)”

### **B. Reasons of Choosing the Topic**

This research is conducted based on the reason many students have poor level of participation to ask and answer questions in English classes. Moreover, even in high schools, English is still considered as a subject that is difficult to master.

### **C. Research Problems**

This study was attempted to find out :

1. the level of students’ anxiety in English classes
2. the causes of students’ anxiety to actively participate in English classes
3. students’ strategies to solve their anxiety in English classes

### **D. The Objectives of the Research**

Based on the research problems, the aim of this research is to investigate the level of students’ anxiety, the causes of students’ anxiety, and students’ strategies to solve their anxiety in English classes.

### **E. Clarification of Terms**

1. Students’ Anxiety

Anxiety is a basic human emotion consisting of fear and uncertainty that typically appears when an individual perceives an event as being a threat to the ego or self-esteem (Sarason,1988). In a language classroom students with anxiety often have negative views about their ability to cope with stressful academic situations. From the reason above, it can be

concluded that students' anxiety is a response which the students are not active or passive to participate in the classroom. Students' activeness or students' participation include asking, giving opinion, and pay attention to the learning process.

## 2. Classroom Participation

According to Davis (2008) participation is a person's mental and emotional engagement to achieve goals and take responsibility in it. This is essential in the teaching and learning process, without participation both students and teachers will not get the feedback of the learning process. There are two kinds of participation, i.e: contributive and initiative participation (Lado, 1961: 152). Contributive participation is participation that supports participation to follow learning well. While initiative participation aims more to the autonomous activity without structured in doing the task.

Anxiety is a part of human existence. Everybody experience anxiety in different levels. According to Pelpau (2011: 2) in Aziez (2013: 9) there are four levels of anxiety:

### a. *Mild anxiety*

*In this level people are in high awareness that allow them to learn new behaviors and solve problems. This level gives positive effect. According to Genden (2011) mild anxiety can motivate, produce growth, enhance creativity and increase learning. It is because mild anxiety makes students' alert and perception are increased.*

### b. *Moderate anxiety*

*People can learn new behavior or solve problems only with assistance. Students with moderate anxiety are still able to solve this*

problem although they are in anxiety disorder. In this level, students may not be able to pay attention and they focus only on the cause of the anxiety (Genden, 2011).

c. *Severe anxiety*

*Severe anxiety* involves feelings of dread and terror. In this level students seem difficult to solve their problem. They also difficult to be focus on learning process.

d. *Panic anxiety*

*Panic is the highest level of anxiety. It can involve loss of rational thought, delusions, and hallucinations. When students cannot think rationally they are not able to communicate, concentrate, and control themselves.*

## **F. Contribution of Research**

Hopefully, this research gives important contribution. The following are some specific contributions:

1) For the students.

To encourage students to actively participate in the English classes.

2) For English teachers.

To know what and how to stimulate students to be more active, so they can give good feedback for teachers in developing their practice in every single English skill.

3) For other researchers

This research can be the reference to make further research for other researchers.