CHAPTER I
INTRODUCTION

A. Background of the Study

English is a foreign language covered in curriculum in Indonesia as a main subject. Learning a foreign language in Indonesia is considered difficult because people in Indonesia do not speak English in their society. They just learn it in their schools without sufficient exposure and acquisition from their environment.

Some facts show that students find many difficulties is not only comprehending the language but also use it in the social communication. Students think that mastering foreign language like English is not easy. Many students do not understand the meaning of the word, the sentence construction and diction. These cases are caused from themselves. They feel worry when they learn English in the class. They prefer to keep silent in classroom. It causes the poor level of students’ classroom participation.

The problem in learning English which mostly happens to the students is a fear feeling when they have to use the foreign language. This fear belongs to language anxiety. Anxiety is a feeling of worry, nervous, and afraid if the teacher ask them and choose one of them to answer the questions and the students have to response by oral, or when the teacher ask them to communicate with their friend using English during the teaching and learning process, they are afraid to make mistakes. Scovel (1978: 134) defined anxiety
as feelings of uneasiness, frustration, self-doubt, apprehension, or worry. These anxieties influence the students in being active and participative during English learning process. Consequently, it will affect to the students’ learning achievement. The real example from Hariyani (2011: 51) showed that students generally tense when spoke with the teachers and friends and they always needed their friends to answer the question in English learning.

The students’ anxiety can be reduced through implementing many strategies, whether it comes from the students or English teacher. It seems that investigating students’ anxiety and their effort to cope with the problem become a fruitful topic to discuss. Therefore, the researcher wants to investigate students’ anxiety in English learning process and the strategies to overcome the problems.

B. Reasons of Choosing the Topic

This research is conducted based on the following reasons:

1. Many students have a fear feeling when they learn English in classroom and it make them not active and participative.

2. It is important thing to know the causes of the students’ anxiousness when English learning process and their strategies to reduce their feeling.

C. Research Problems

This study is attempted to answer the following questions:

1. What are the causes of students’ anxiety in English learning process?

2. What are the students’ strategies to overcome their anxiety in English learning process?
D. The Objectives of the Research

Based on the research problems, the researcher decides to determine two aims of the research, they are:

1. To find out the causes of students’ anxiety

2. To reveal the students’ strategies to overcome their anxiety.

E. Contribution of Research

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

1. For the students.
   To make students being active to participate in English class.

2. For the English teachers.
   To know how to make the students to be more active, so they can give good feedback for teacher in developing their teaching.

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