

CHAPTER I

INTRODUCTION

A. The Background of the Study

A language is a tool of communication that many individuals use to communicate their thoughts, ideas, and desires so that others can comprehend what they mean. Brown (2007) stated that language is a systemic way of expressing ideas or feelings by using standardized signs, gestures, sounds, or markings with secondary understood meanings. People may communicate their feelings, ideas, and thoughts through language words to convey ideas from one person to another. English is an international language that people speak from all over the world. The English language is not always the first language of a country. However, it might be the second language or foreign language of a country. Harmer (2004) found that English as a foreign language is commonly used to apply to students learning English at a school or institution in their own country.

Brown (2000) stated that learning is the process of getting or obtaining knowledge or skill through study, practice, or experience. Subsequently, English is taught in schools, along with foreign languages. English can be learned as a first language or as a second. However, English is a second language throughout the rest of the globe. It is typically widely taught in schools, but it does not essential in national or social life. (Geoffrey, 1980). Learning language covers a few perspectives. One of the significant perspectives is the etymological viewpoint which covers grammar, vocabulary, pronunciation, structure, and so forth next to

those perspectives. The students likewise need to dominate the English language skill, for example, listening, writing, reading, and speaking.

Szirmai (2011) defined anxiety as a feeling of fear or agony that is diffuse, unpleasant, and nonspecific and is accompanied by autonomic symptoms such as headaches, perspiration, tremors, hypertension, and trouble sleeping. Furthermore, Sukmadinata (2004) stated that anxiety is felt by a person concerned about being afraid for which there is no apparent solution and no clear expectation of aid. According to MacIntyre (1998), language learning anxiety is a sense of tension, uneasiness, emotional response, and fear associated with learning a second or foreign language.

The psychological state of every student is distinct. Anxiety is one of the most common variables that impact a student's ability to learn English. To acquire learning English, students must practice four skills; speaking, listening, reading, and writing. Male (2018) point out that speaking, followed by Reading, Writing, and Listening, was determined to be the most common source of anxiety among Senior High School students. The lack of various task teachers to the students is the reason why speaking is the highest anxiety.

Musthachim (2014) conducted a research SMP Negeri 9 South Tangerang found that the anxiety that students experience when learning English has a negative impact on their learning activities. In this study, six aspects contribute to English students, their belief in language learning, teacher personality and attitude, incomprehension, lack of preparation, being laughed at by students, and speaking in front of the class.

This study is supported by Subasi (2010) that fear of negative evaluation and self-perception of speaking ability in the target language is the effect of two psychological factors as potential sources of anxiety in learning English. Also, Kumaeroh (2018) analyzed that knowledge of student's anxiety among teachers is inadequate. Moreover, anxious students should know that problems are a standard part of language learning, so they should not be discouraged from learning English. It is, therefore, crucial to raise awareness among teachers because anxiety is a significant factor affecting students in learning. The result of the study indicated that teachers should be aware of anxiety in learning English at SMA Ma'Arif Nu 04 Kangkung Kendal.

This finding suggests that anxiety in learning English is another component that affects students' English learning. Recognizing the previous study, the researcher investigated students' anxiety in learning English at SMA Negeri 6 Jakarta. This study investigates the student perception of anxiety in learning English, students in high school have many anxiety issues, especially in the eleventh-grade students. Thus, the researcher took the title students' perceptions of anxiety in learning English in eleventh-grade students of SMA Negeri 6 Jakarta.

B. The Problem of the Study

In this study, the researcher questions are proposed as follows:

1. What are students' perceptions of anxiety in learning English at SMA Negeri 6 Jakarta?
2. What are students' perceptions of anxiety caused by personal and interpersonal factors at SMA Negeri 6 Jakarta?

C. The Objective of the Study

Based on the problem of study above, the objectives of this study are as follows:

1. To investigate students' perceptions of anxiety in learning English at SMA Negeri 6 Jakarta.
2. To investigate students' perceptions of anxiety caused by personal and interpersonal factors at SMA Negeri 6 Jakarta.

D. The Scope of the Study

Based on the identification of the problem above, the researcher would limit this study only focuses on investigating students' perceptions of anxiety in learning English and anxiety caused by personal and interpersonal factors at SMA Negeri 6 Jakarta, was limited in SMA Negeri 6 Jakarta in XI IPA 2 and XI IPS 2. The difficulties are related to the student's different anxiety in learning English and anxiety caused by personal and interpersonal factors. This research was conducted for about four months.

E. The Significances of the Study

This study is conducted to explore student's perception of anxiety in learning English by eleventh-grade students at SMA Negeri 6 Jakarta. This study has benefits for the teachers, students, and also for the researchers. For the teacher know the anxiety in learning English as a foreign language among students. As for the students, this study is also conducted to overcome anxiety in learning English. Furthermore, for the other researchers, this study is conducted to get precise information about the anxiety in learning English toward eleventh-grade students at SMA Negeri 6 Jakarta.

