

CHAPTER I

INTRODUCTION

A. Background of Study

English for many countries in Asia is a foreign language, especially for Indonesia. Learning a foreign language is good, because it allows us to interact with people who use the language. But it will trigger many problems if the language is becoming the standard of intelligence. Then make people have excessive anxiety, excessive stress and encourage them to do things that harm themselves. One of finding research showed that many undergraduate students suffered from psychological problems, which in turn affected their academic performance¹.

Over ten years ago English was established to be one of subject of Indonesian national examination. Every students have to mastered English if they want to past heigher level of national school. For almost Indonesian people, English is foreign language. Most of them experienced using English more strenuous than compared to communication in their mother language. Actually the people of many countries realize the increased anxiety they experienced when using English as a foreign language. For example the researh in MNC Austria the object research experienced high and very high degrees of anxiety in English. The researcher found that foreign language anxiety as a catalyst for language barriers.² In Indonesia neighbour country, Malaysia, one of reseach conducted in Universiti Teknologi Malaysia

¹ MD Aris Safree MD Yasin and Mariam Adawiah Dzulkifli, *Differences in Depression, Anxiety and Stress Between Low-and High-Achieving Students*, Journal of Sustainability Science and Management Volume 6, Number 1 (Malaysia: Universiti Malaysia Terengganu Publisher 2011) 7.

² Nathalie Aichhorn and Jonas Puck, “*I just don’t feel comfortable speaking English*”: Foreign language anxiety as a catalyst for spoken-language barriers in MNCs, *International Business Review* (2017): 7

(UTM) showed that among students age 25-<40, 84.62% - 100% were experienced medium level of anxiety.³

Anxiety actually is a normal part of life. It is our body's way of responding to a physical, emotional or intellectual challenge. But it can lead to a medical problem when it is persistent, overwhelming, and interferes with our day-to-day functioning. Symptoms of anxiety commonly include unrealistic fears and worries, physical complaints, such as upset stomach or rapid heart rate, and the avoidance of anxiety producing situations.⁴ The goal of anxiety treatment is not to eliminate anxiety, but to reduce it to a manageable level.

Most of people have to deal with anxiety when they learn English as foreign language because nervous, afraid of making mistakes, upset when they don't understand what the teacher said, comparing their language achievement with their friends, afraid that the other students will laugh at them when they speak the foreign language, and fear of embarrassing things happen to them.⁵ But probably not everyone is experiencing the same level. Several factors may be influential.

Anxiety in learning is often increased due to many things. Preferably it is the time to make teaching starts to move using the media that closest to the students. Nowadays smartphone is the closest friend for most people, also for students. Many research show an increasing number of users access social networks via smart phones.⁶ The most important feature of smart phones is that unlike cellular phones they allow access to the Internet.⁷ In our daily life, if we heard

³ Nur Afiah binti Ab. Latif, *A Study on English Language Anxiety among Adult Learners in Universiti Teknologi Malaysia (UTM)*, *Procedia - Social and Behavioral Sciences* 208 (2015): 229

⁴ <http://www.uhs.berkeley.edu/home/healthtopics/Anxiety.shtml>

⁵ Murat Hismanoglu, *Foreign language anxiety of English language teacher candidates: A sample from Turkey*, 932-933

⁶ Ha, Y. W., Kim, J., Libaque-Saenz, C. F., Chang, Y., & Park, M. C. (2015). *Use and gratifications of mobile SNSs: Facebook and Kakao talk in Korea. Telematics and Informatics*, 32(3), 425e438. <http://dx.doi.org/10.1016/j.tele.2014.10.006>.

⁷ Hsiao, M. H., & Chen, L. C. (2015). *Smart phone demand: an empirical study on the relationship between phone handset, Internet access and mobile services. Telematics and Informatics*, 32(1), 158e168.

the term smart phone we will consider phones that have Internet access. Nowadays internet applications are available to use at any time, any place, which can make easy to use smart phones. Moreover, free internet is also easy to find. Almost every campus provides free wifi for its students. Learners have various preferences and needs like learning styles, a prior knowledge, performance, cognitive abilities, and learning goals.⁸ Educational institutions should personalize their learning environment based on the various characteristics of their learners.⁹ Including applying virtual learning if it is proven to be required by students moreover, recently, the need for improving e-learning system is increasing continually.¹⁰

Among all subjects, foreign languages are especially challenging to learn online. A meta-analysis by Cavanaugh found that, among all K-12 online subject fields, only online foreign language courses that produced negative learning effects. Cavanaugh's study was conducted more than 15 years ago, and dramatic changes in K-12 online learning have taken place over the past few years.¹¹

A recent study by Oliver, Kellogg, and Patel reporting that students who enrolled in online foreign-language courses at North Carolina Virtual Public School, had significantly less positive perceptions of their courses than students who taking other subjects by offline. Among intermediate and advanced foreign-language students

⁸ Baldoni, M., Baroglio, C., & Henze, N. (2005). *Personalization for the semantic web reasoning Web*. Springer.

⁹ Kurilovas, E., Zilinskiene, I., & Dagiene, V. (2014). *Recommending suitable learning scenarios according to learners' preferences: An improved swarm based approach*. *Computers in Human Behavior*, 30, 550e557.

¹⁰ Pocatilu, P., Alecu, F., & Vetrici, M. (2010). *Measuring the efficiency of cloud computing for e-learning systems*. *WSEAS Transactions on Computers*, 9(1), 42e51.

¹¹ Lin C.-H., Zhang Y. & Zheng B., *The roles of learning strategies and motivation in online language learning: A structural equation modeling analysis*, *Computers & Education* (2017), doi: 10.1016/j.compedu.2017.05.014.

in the same study, just 19% students admitted that they learned as much in online courses as in offline ones.¹²

Englis Learning by online systems may face many challenges, including segregation of learners, lack of educators' feedback, shortage of learner collaboration in learning process, and shortage of learning process quality.¹³ Nowadays students often experienced excessive anxiety in the classroom. Classroom atmosphere often make their anxiety increased. Several studies have proven that interaction between students and students or between them with their teacher sometimes causing anxiety problem for the students.¹⁴ Therefore online learning activity that not requires them to meet their friends or theteacher face to face, possibly make them more comfortable in learning and reduce their anxiety.

B. Research Questions

Based on the background presented earlier, the problems of this study can be stated as follows:

1. What are the type of anxiety which faced by the students when they learn English as Foreign Language?
2. To what extent do online learning activities reduce students' anxiety in learning English?

C. Objectives of the Study

Related to the research questions stated above, the objective of this study:

1. Find out the students' anxiety problem when they learn English, especially as a foreign language.
2. Find out the effect of learning English via Oline School in decreasing students' English anxiety problem.

¹² Oliver, K., Kellogg, S., & Patel, R. (2012). An investigation into reported differences between online foreign language instruction and other subject areas in a virtual school. *CALICO Journal*, 29(2), 269–296.

¹³ Uden, L., Wangsa, T., & Damiani, E. (2007). *The future of e-learning: E-Learning ecosystem*. In Paper presented at the digital EcoSystems and technologies conference, 2007. DEST'07. Inaugural IEEE-IES.

¹⁴ Murat Hismanoglu, *Foreign language anxiety of English language teacher candidates: A sample from Turkey*, *Procedia - Social and Behavioral Sciences* 93 (2013): 932-933

D. Significance of the Study

The significance of this study are:

1. For the Educators: It is hoped that this research will give reference for the educators the appropriate treatment for the students to deal English language anxiety.
2. For Online School administrators: It is hoped that this research will give input on the system of learning and teaching process.
3. For the Students: It is hoped that the result of this research will reference for the students, dealing the feeling of anxiety when they learn English as foreign language.
4. For the reader: It is hoped that this research can give more information about advantage of online learning activity and student anxiety when they learn English.

E. Scope and Limits of the Research

The scope and limit of this study are:

1. The participant of this research are student of english education department, faculty of tarbiyah and teachers training, Sunan Ampel state islamic university surabaya.
2. The researcher will conduct this research at students on fourth semester or more, because usually language learning activity do not conducted for new student.
3. This study uses an online form that can be accessed through <http://tiny.cc/SISurvey>.
4. Subject of the interview are choosen based on the respons who have general of anxiety or situation specific anxiety.

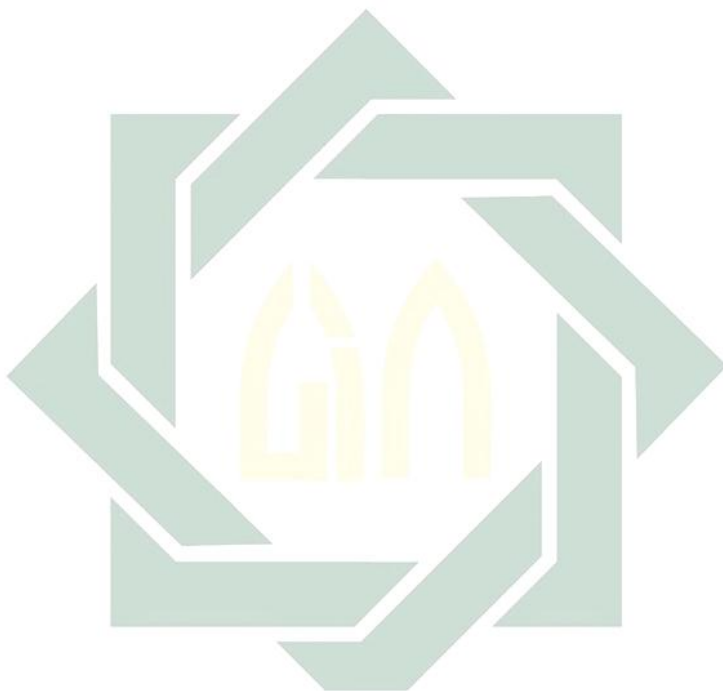
F. Definition of Key Terms

The writer wants to avoid misunderstanding by defining the key terms of this study as follows:

1. Online learning activity: Online literature suggests that instructors should create social presence and teaching presence to foster a sense of learning community. In other words, It is the way of learning that emphasizes the use of virtual media or the internet
2. English language Anxiety: is defined as the worry and negative emotional reaction aroused when learning or utilizing English as

a second language or foreign language.¹⁵ Such as anxiety, fear, worry, heart pounding, cold sweats etc.

3. Undergraduate Student: a student who is studying for their first degree at a college or university.¹⁶



¹⁵ D. J. Young, *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere* (Boston: McGraw-Hill, 1999).

¹⁶ <http://dictionary.cambridge.org/dictionary/english/undergraduate>