

CHAPTER I INTRODUCTION

A. Background

Anxiety is one of the main barriers for students' development faces by most countries around the world. It plays in one's psychology that causes someone loose the control and leads them into difficult decision. This barrier faces not only form the lower level of education but reach the higher level, such as university.

Anxiety, which may be understood as the pathological counterpart of normal fear, is manifest by disturbances of mood, as well as of thinking, behavior, and physiological activity. The anxiety disorders include panic disorder (with and without a history of agoraphobia), agoraphobia (with and without a history of panic disorder), generalized anxiety disorder, specific phobia, social phobia, obsessive-compulsive disorder, acute stress disorder, and post-traumatic stress disorder. In addition, there are adjustment disorders with anxiety features, and disorders due to general medical conditions and substance-induced anxiety disorders.¹

High level of anxiety also interferes with concentration and memory, which are critical for academic success. However, most of students would lack the concentration of study because of exam anxiety, social anxiety, mathematic anxiety, and many anxiety sources. Feeling discomfort and anxious in the classroom does not enhance learning of any kind. The anxiety's psychological symptoms among students include feeling nervous before a study class, panicking, going blank during a test, feeling helpless while doing assignments, or lack of interest of subjects difficult

¹Guerrero, R.D, *Gender and Social Class Determinants of Anxiety in The Mexican Culture. Cross-Culture Anxiety*, (Hemisphere USA, 1990)

whereas the physiological symptoms include sweaty palms, racing heartbeat, or an upset stomach.²

The most hostile circumstance that causes the anxiety at the present time is testing. The student that built-up supreme dread of bad performance on a particular examination, they face test anxiety. This test anxiety causes very pessimistic effects on the students such as mental stress, underachievement, failure and lack of confidence. The anxious students are not capable to reroute their competence and actions into gleaming work because the sky-scraping level of nervousness may affect their capabilities.

It is a normal reaction to certain situations. A small level of anxiety is normal, but severe anxiety can be a serious problem. Academic anxiety can become more detrimental over time. As a student's academic performance suffers, the anxiety level related to certain academic tasks increases.³ Previous studies observed that academic performance are influenced by personal efforts, time management, peer interaction, environment, campus facilities, and completion of assignments, class attendance, tutorial services, study groups, and teaching style.⁴ However, successful academic performance depends on effective studying and motivational strategies. Most educators will have students with social anxiety and/or academic anxiety. This happen to most university students. Academic anxiety generally happens before they

²Ruffin, P, *A Real Fear: It's More Than Stage Fright, Math Anxiety can Derail Academic or Professional Success, But Some Scholars are Working to Help Students Get over It. Diverse Issues in Higher Education* (Findarticle.com, 2007)

³Harris, H.L, *Helping Students Cope with Test Anxiety. ERIC Counseling and Student Services Clearinghouse*, (ERIC Identifier,2003)

⁴Sansgiry, S, *Effect of Students Perceptions of Course Load on Test Anxiety*, (American Journal of Pharmaceutical Education, 2006)

graduate. University requirement to complete the final research may cause this problem.⁵

University students have a great deal to create anxiety, especially in study process. These are like difficulty of subjects, new roommates, identity crises, cultural shock, and relationship problems in increase the anxiety. This research mainly focuss on students presenting proposal at final study in majoring English, which identify many students felt uncomfortable in presenting research proposal. Anxiety disorders are rising among students. But keep feeling anxiety could be interrupt students' performance. Individuals in high anxiety levels have experience during university years. Researchers found that many obstacles of anxiety while study processes such exam anxiety, mathematic anxiety, language anxiety, social anxiety, family anxiety and library anxiety. Anxiety while study is a major predictor of academic performance and various studies have demonstrated that it has a detrimental effect.

Study anxiety is not only due to the lack of study motivation or to insufficient skills, but is also due to misperception about courses and negative experiences in previous study classes. This study aims to find out the students anxiety in presenting research proposal.

B. Research Questions

Based on the background explanation above, the researcher formulates the research question as follow:

1. How are the students' level anxieties in presenting research proposal at ninth semester of English Education program at IAIN Parepare?

⁵Carroll, C.A, *Factors Contributing to the Academic Achievement of Pharmacy Students: Use of the Goal Efficacy framework* (American Journal of Pharmaceutical Education, 2004)

2. How is the description of students' anxieties in in presenting research proposal at ninth semester of English Education program at IAIN Parepare??

C. Objective of the Research

Relating to the problem statement above, the objectives of the research is intended as follow:

1. To find out the students' level anxieties in in presenting research proposal at ninth semester of English Education program at IAIN Parepare.
2. To find out the description of students' anxieties in in presenting research proposal at ninth semester of English Education program at IAIN Parepare.

1.4 Significances of the Research

The significant of this research classified into two parts, theoretically and practically.

1. Theoretically benefit

The finding of this research is intended to contribute in understanding the students' anxiety in completing their final study. Where it is expected to be the way to teach the better English for the better students.

2. Practically benefit

- a. The finding of this research is expect that the results of the study provide useful information in analyzing students anxiety in in presenting research proposal
- b. Become a source of information for the next researcher who wants to research on students' anxiety in completing their final study and the solution to overcome it.