

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

In the era of 4.0, students are faced with a challenge that mastery of English is one of the requirements to be able to enter college (Peredrienko et al., 2020). In Indonesia, the government has issued policies on provision 37 subsection (3) No. 12 / 2012 which reads that “*Bahasa asing dapat digunakan sebagai pengantar di Perguruan tinggi.*” (UU RI No. 12 Tahun 2012 Tentang Pendidikan Tinggi, 2012, p. 29). Meanwhile, based on the Common European Framework of References for language (CEFR) there is a level that determines how far a person's understanding of English is, namely from levels A1-C2 (Cambridge English language diagram, 2022). To get certification based on these levels, students in Indonesia can get it through tests conducted on TOEFL and IELTS. This raises concerns for students, meanwhile, anxiety can negatively affect to the foreign language learning (Kralova, 2019).

Interestingly, the researcher has found Michele, who is a pseudonym in this study, is a student who has diagnosed by the psychiatrist as a social anxiety sufferer. At level B1 a person can speak English passively and actively with more varied topics (Little, 2020), but she can get a score on TOEFL PBT which is equivalent to level B1. Her experience is interesting to research because it is not an easy thing, it requires consistent effort in learning and practicing the language (Chamot, 1999) and it cannot be separated from the anxiety experienced by her. In addition, previous research has concluded that anxiety levels have a role in the success of learners in learning foreign languages (Aida, 1994), and Michele's anxiety is on high level. Another interesting point, Zohou (2016) has found individuals with social anxiety can feel the

ineffectiveness of language learning that tends to decrease and have difficulty choosing learning strategies. Therefore, based on these findings, Michele's experience is very interesting to examine because it has a close relationship with the issue.

Considerably, three studies have focused on strategies used by students and used factors (age, gender, etc) as a reference for learning strategies used by the students. Alrashidi (2022) reported that the metacognitive strategies were the most commonly used and it differed with memory strategies which are the lowest level. Perea (2019) found that strategies often used by students learning Spanish are compensation and metacognitive. In addition, the study showed a positive correlation between metacognitive strategies and students' learning intentions. Lastly, Ghalebi et al., (2021) studied vocabulary learning strategies among high and low Iranian English. They showed significant differences between high and low English vocabulary learners' usage of determination, memory, cognitive, and metacognitive strategies, and there was no significant difference in their use of social strategies. In these studies, it is not explained in detail how students use their learning strategies so that they can achieve the desired language target. Meanwhile, a learning strategy should be told in detail. In this study, the experience of student learning strategies will be discussed in a story by looking back at the anxiety possessed by students so that it can be digested easily by readers.

Therefore, to find what language learning strategies are used in learning English, this research will use narrative inquiry so that the story told can be conveyed well. The advantage of using stories as a tool or medium in collecting data is that the researchers get valid data because the data comes from the first person with the experience. In addition, the result of this research is a form of contribution for learners and teachers who have the same case as Michele in learning English.

1.2. Formulation of the Problems

Formulations of the problem in this research are:

1. What is the lived experience of a highly socially anxious student in achieving a good language proficiency?
2. How are the language learning strategies experienced by a highly social anxious student?

1.3. Operational Definitions

1.3.1. High Social Anxious

High social anxiety is a high level of anxiety experienced by a person that interferes with daily activities. High anxiety in this research is anxiety that arises due to social pressure in the surrounding environment, causing a person to feel afraid of social life and afraid of other people's expectations of her achievements.

1.3.2. Language Learning Strategies

Language learning strategies are ways to master a language. Language learning strategies in this research are efforts made by a person who has a problem with high anxiety to learn English and using learning strategies that can improve her ability to master English.

1.4. Aims of the Research

This research aims to find out the lived experience of a highly anxious student in achieving a good language proficiency and how the the language learning strategies are experienced by a highly social anxious student.

1.5. Significances of the Research

The significance of this research is it is hoped that this research can be used as a reference for teachers in preparing his or her students to master English and can motivate people who have high anxiety to choose a language-learning strategy.