

## **CHAPTER 1**

### **INTRODUCTION**

This chapter provides an extensive overview of the study. It encompasses the background, formulation of the problem, operational definitions, aim of the study, and significance of the study.

#### **1.1 Background of the Study**

In foreign language learning activities, especially English, it creates various feelings for students. That feeling is not far from anxiety. According to Horwitz et al., (1986), many people claim to have a mental block when learning a foreign language, even though they are good learners in other settings. In many cases, the student will experience anxiety, which will impair their ability to perform well in a foreign language lesson. On the other hand, not only can anxiety arise, but foreign language enjoyment can also arise because the learning environment influences it in the classroom. One of them is an English Immersion environment. According to Byon (2008), the immersion program was beneficial in helping students improve their capacity to understand English by providing opportunities for language learners to utilize English as a tool in a relevant scenario. English Immersion can create a fun environment for students in English because the activities are more informal and flexible. In an English Immersion environment, teachers supervise and monitor students in various activities such as painting, listening to songs, telling stories, familiar routines, and so on to improve their English proficiency in words, phrases, sentences, and texts (Supriyono et al., 2022). This opinion shows a fun method in the process of learning English.

FLCA (Foreign Language Classroom Anxiety) is a term commonly used to describe tension and worry that are explicitly related to the setting of learning a foreign language, which includes listening, speaking, reading, and writing (Mesri, 2012). Language anxiety and language skills-specific anxiety have lately been discovered as distinct from other types of anxiety. Foreign Language Classroom Anxiety is the most common type of anxiety in foreign language acquisition, with a substantial element of speech anxiety, and low self-confidence was to be a crucial component of its development.

FLE (Foreign Language Enjoyment) develops when students in the classroom can identify responses that meet their psychological requirements, and FLE happens when learners can discover suitable responses to their psychological demands in the classroom (Botes et al., 2020). Meanwhile, according to Pekrun et al. (2020), enjoyment can lead to perseverance and positive and passionate engagement in educational tasks. Enjoyment is distinguished from pleasure. Enjoyment can be characterized as good feelings resulting from pushing over one's homeostatic boundaries and pushing oneself to do something new or unexpected, especially when faced with challenging activities (Dewaele et al., 2023).

English Immersion education improves students' English learning and content understanding, and the program encourages student participation and motivation to learn English (Kim, 2007). English immersion can carry out many programs. It is more flexible because it involves many non-formal activities. Courses, school experience, lesson observation, homestay, cultural tours, outdoor activities, and exploration trips are all part of the curriculum in an English Immersion context. Because of the immersion program, students are given several opportunities to immerse themselves in an English setting (Poon, 2016). This English Immersion program runs for four months. This program is carried out by several English tutors who carry out the Study Independent MBKM (*Merdeka Belajar Kampus Merdeka*) program, including researchers. In the process, the tutors design programs to develop students' English language skills. The programs are English Talkshow, Happy Singing, English Tour, English Short Movie, English Zone, English Camp, and English Competition. All the programs are packaged in a more fun way, such as games and quizzes in between the usual English language learning programs. This program focuses on one class, namely class 7F, which is a class that focuses on English.

The researcher discovered a phenomenon when the researcher carried out English Immersion activities for several days at one of the junior high schools; the researcher saw that there were students, primarily from language class, who seemed to enjoy it (cheerful and enthusiastic in English language activities, actively speaking English). This participant always seemed to respond to the English

Immersion tutor by always answering questions swiftly and participating in program activities happily, while the other participant did not seem enthusiastic about taking part in the English Immersion program. She looked anxious, as indicated by her response; her voice seemed weak, her expression did not appear happy, and she seemed quiet among the other friends in language class. Researchers examined this unique phenomenon further to see whether this English Immersion program would cause anxiety and enjoyment.

Previous research conducted by Yuan, (2023) also found that Chinese EFL students tend to have more Foreign Language Enjoyment than Foreign Language Classroom Anxiety. They take online English courses, and their Foreign Language Enjoyment negatively correlates with their Foreign Language Classroom Anxiety. Yuan (2023) focused on online learning rather than actual learning and focused on participants sitting in lectures. Meanwhile, Boudreau et al. (2018) used an idiodynamic technique to analyze students' enjoyment and anxiety throughout a FL speaking task. The study confirmed that FLE and FLA are distinct domains with a flexible and dynamic interaction. Apart from that, the research conducted by Supriyono et al. (2022) only showed positive results from an English immersion program, which did not clearly explain the difficulties. This research examines two emotions, namely Foreign Language Classroom Anxiety and Foreign Language Enjoyment, in an English Immersion setting with real-life conditions and not offline, so the emotions that arise can be seen significantly. This research is essential to carry out, especially for teachers, to find out what factors make students anxious and enjoy the process of learning English so that it can reduce the gap between students who look anxious and those who enjoy it, especially in learning English in Indonesia. The gap in this study lies in the need to understand the specific factors contributing to students' anxiety and enjoyment during the English learning process in Indonesia. Despite recognizing that some students appear anxious while others enjoy learning English, there is insufficient information on the underlying causes of these differences. This research aims to identify these factors to help teachers address and minimize anxiety while promoting enjoyment, thereby bridging the gap between anxious and enthusiastic students in English language

learning environments in Indonesia.

## **1.2 Formulation of the Problem**

This research question is formulated based on this research background: “What factors contribute to the student's foreign language classroom anxiety and foreign language enjoyment in an English Immersion setting?”

## **1.3 Operational Definition(s)**

### **1.3.1 Foreign Language Classroom Anxiety (FLCA)**

Students' fear and anxiety regarding learning English in an English Immersion program are due to the pressure that requires students always to speak English.

### **1.3.2 Foreign Language Enjoyment (FLE)**

Students' emotions or feelings that make them feel calm or enjoy what they do when in a foreign language activity in English Immersion programs.

### **1.3.3 English Immersion**

The program is carried out to create a more enjoyable English language environment for students because it has programs that support students' development in English in a more enjoyable way than usual learning. This program from MBKM (*Merdeka Belajar Kampus Merdeka*) that was conducted for several months. This program has many fun activities that require students to try to speak English.

## **1.4 Aim of the Study**

The purpose of this study is to find out the factors that contribute to students' anxiety and enjoyment in English immersion settings.

## **1.5 Significance(s) of the Study**

### **1.5.1 Theoretical Significance**

The results of this research hopefully will provide information that can be used by teachers to consider the factors that contribute the FLCA (Foreign Language Classroom Anxiety) and FLE (Foreign Language Enjoyment) in English Immersion setting.

### **1.5.2 Practical Significance**

The results of this research hopefully will provide new insights or

information that can help teachers and prospective teachers to adapt their learning styles to the English language learning process so that students who have different characters can simultaneously achieve learning success comfortably. Knowing the factors of FLCA (Foreign Language Classroom Anxiety) and FLE (Foreign Language Enjoyment) in English Immersion Settings will be a solution for teachers in teaching in both formal and non-formal classes.

### **1.5.3 Empirical Significance**

This research is based on previous research which includes examining the level of FLCA (Foreign Language Classroom Anxiety) and FLE (Foreign Language Enjoyment) in the context of online learning as well as the benefits of implementing English Immersion. So this research aims to determine the factors of FLCA (Foreign Language Classroom Anxiety) and FLE (Foreign Language Enjoyment) in the English Immersion Setting. This research can be used as a reference for prospective researchers who have the same interest as this topic.