STUDENTS' ANXIETY IN LEARNING ENGLISH

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Abstrak

Penelitian ini merupakan hasil penelitian tentang kecemasan siswa dalam belajar bahasa Inggris oleh siswa SMPN 03 Mempawah Hilir Kalimantan Barat. Kecemasan dalam belajar bahasa Inggris sering dilaporkan berdampak negatif terhadap pembelajaran bahasa Inggris. Penelitian ini bertujuan untuk mengetahui tingkat kecemasan dan faktor-faktor yang mendominasi kecemasan siswa SMPN 03 Mempawah Hilir Kalimantan Barat dalam belajar bahasa Inggris, yang selanjutnya akan dilakukan penelitian lanjutan untuk menanggapi temuan dalam penelitian ini. Metode yang digunakan dalam penelitian ini adalah pendekatan deskriptif, dimana temuan disajikan dalam bentuk deskripsi perhitungan dari data yang diperoleh dari kuesioner dan wawancara. Penelitian ini mengambil siswa SMP dalam satu kelas sebagai responden. Mereka adalah siswa kelas VII A tahun 2021/2022. Kuesioner dan wawancara dibagikan untuk mengumpulkan data tentang kecemasan siswa dalam belajar bahasa Inggris. Pertanyaan-pertanyaan dalam angket dibuat untuk mengetahui tingkat kecemasan siswa dalam belajar bahasa Inggris namun wawancara dilakukan untuk mengetahui faktor-faktor yang mendominasi kecemasan siswa dalam belajar bahasa Inggris. Data yang diperoleh dari kuesioner akan dihitung rata-rata dan persentasenya. Kemudian nilai yang diperoleh akan dikategorikan seperti kecemasan ringan, kecemasan sedang, kecemasan berat, dan panik. Dari hasil wawancara dengan siswa akan ditarik kesimpulan untuk melihat kesamaan yang dialami siswa. Ditemukan bahwa tingkat kecemasan siswa di sekolah ini adalah kecemasan berat. Pada kecemasan ringan didapatkan hasil rata-rata (59%) dengan kriteria cukup. Pada kecemasan sedang didapatkan hasil rata-rata (57%) dengan kriteria cukup, (67%) kecemasan berat termasuk dalam kriteria kuat. Terdapat skor rata-rata (47%) pada kecemasan panik yang termasuk dalam kriteria cukup. Berdasarkan hasil persentase tersebut, siswa berada pada tingkat Kecemasan Berat. Dari hasil wawancara diketahui bahwa faktor yang mendominasi kecemasan siswa dalam belajar bahasa Inggris adalah kecemasan ujian. Seluruh responden adalah 24 siswa kelas VII A tahun 2021/2022.

Kata Kunci: Kecemasan Siswa, Pembelajaran Bahasa Inggris, Studi Deskriptif.

Abstract

This research was about students' anxiety in learning English by students of SMPN 03 Mempawah Hilir, West Kalimantan. Anxiety in learning English is often reported to negatively affect English learning. This research aims to determine the level of anxiety and the factors that dominate the anxiety of students at SMPN 03 in Mempawah Hilir, West Kalimantan in learning English, which will then be carried out further research to respond to the findings in this research. The method used in this research is descriptive approach, where the findings are presented in the form of a description of the calculations from the data obtained from questionnaires and interviews. This research took junior high school students in one class as respondents. They are class VII A students in 2021/2022. Questionnaires and interviews were distributed to collect data on students' anxiety in learning English. The questions in the questionnaire were made to determine the level of students' anxiety in learning English but interviews were conducted to determine the factors that dominate students' anxiety in learning English. The data obtained from the questionnaire will be calculated the average and percentage. Then the value obtained will be categorized such as mild anxiety, moderate anxiety, severe anxiety, and panic. From the results of interviews with students, conclusions will be drawn to see the similarities experienced by students. It was found that level of students' anxiety in this school is severe anxiety. In mild anxiety, the average result is (59%) with enough criteria. On moderate anxiety, the average result is (57%) with enough criteria, (67%) of severe anxiety belongs to the strong criteria. There is a (47%) average score on panic anxiety that belongs to the enough criteria. Based on the results of these percentages, students are in the Severe Anxiety. From the results of the interview, it was found that the factor that dominates students' anxiety in learning English is test anxiety. All respondent are 24 students of class VII A in 2021/2022.

INTRODUCTION

English is one of the compulsory subjects in senior high schools. In the Indonesian curriculum, four major skills have to be taught in the English teaching and learning process. Those are listening, speaking, reading, and writing. Learners must learn to listen, speak, read, and write in English and master the four English major skills to achieve the teaching purposes. so that it raises anxiety in students while mastering the four main skills of English in learning English at the junior high school level.

Anxiety occurs when students are learning English. The students are not ready to learn English. Especially when students will take the exam. This also often happens to students start to feel anxious. According to Horwitz, Horwitz, and Cope (1986:125) as cited in (Sabbah, 2018) define anxiety as "The subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. As such, anxiety in the classroom is mostly recognized as a negative factor that lowers the learners' proficiency because they have difficulty thinking clearly under an anxious moment.

Based on pre-observations with English teachers conducted by a researcher at SMP Negeri 03 Mempawah Hilir, the researcher found that there were several problems faced by students in learning English. First, when students are asked to read and speak English, students look nervous, and even their ability to learn English decreases. Second, there is a decrease in student scores. The problems above will have an impact on student learning outcomes further. Therefore, the researcher and English teachers suspect students' anxiety in learning English. Therefore, the researcher measured the level of student anxiety, whether it is mild, moderate, severe, or to the level of panic. Thus, the researcher can find the dominant factors of students' anxiety in learning English. So, the ability of students to achieve their goals in learning.

Anxiety in learning English is often reported to negatively affect English learning. The influence of language anxiety can interfere with students' progress

in mastering important language skills thereby affecting their motivation to attend classes (Khodaday & Khajavy, 2013) as cited in (Hidayati, 2018). Language anxiety was continuously reported to greatly influence learners' progress in mastering the target language. Then according to the researcher, anxiety is a feeling of worry that causes someone to always think badly about the judgments of others, such as students when learning English who always think badly of other students' assessments. Therefore, the researcher wants to examine the anxiety of students when learning English.

Students' anxiety in learning English is found in several countries that use English as a second language, including Indonesia. Most of them occur in high school and undergraduate students often experience anxiety when learning English. The previous research used by the author is English Language Anxiety: A Case Study on Undergraduate ESL Students in Malaysia, (James et al., 2020) this research is an attempt to raise awareness among English educators in Malaysia about anxiety in learning English at undergraduate ESL Student in Malaysia. In Indonesia, there are many previous studies on student anxiety in learning English. For example, (Rodiah & Islamiah, 2019) the researcher analyzed the students' level of anxiety about the achievement of learning English. Several similar studies also show that students' anxiety in learning English also occurs at the high school level. (Ekalestari & Pasaribu, 2017) analyzed the anxiety level of high school students in Medan and analyzed the causes of student anxiety in learning English as a foreign language.

Based on the researcher's observations, the researcher found that students' anxiety in learning English often occurs in SMPN 03 Mempawah Hilir. The majority of previous studies have examined students' anxiety in learning English at the secondary school and undergraduate levels. Meanwhile, this research is limited to being conducted at the junior secondary education level, especially among seventh-grade students. Therefore, the researcher was measured the level of students' anxiety in learning English and find the dominant factors in students' anxiety in learning English of Seventh-Grade Students of SMPN 03 Mempawah Hilir in the Academic Year of 2021/2022).

RESEARCH METHODOLOGY

Research Design

A descriptive method is employed in the current study. In this research, the researcher uses descriptive analysis as a method of the research. Descriptive analysis is a fundamental component of this process because of the role it plays in helping us to observe the world or a phenomenon and, subsequently, in identifying research questions and generating hypotheses based on what has been observed (Loeb et al., 2017: 2) Descriptive research seeks to provide an accurate description of observations of the phenomena.

Subject of Research

The research subjects of this research involved seventh-grade junior high school students of SMPN 03 Mempawah Hilir in the Academic Year of 2021/2022. The selected classes are VII-A. The subject was taken by using purposive sampling because of some criteria such as a form of non-probability sampling in which researchers rely on their own judgment when choosing members of the population to participate in their surveys.

Technique of Data Collection

The data collection process involves more than just gathering information. Techniques in data collection are divided into two, namely direct and indirect communication. The researcher used to direct and indirect communication techniques as data collection techniques. The first is a direct method by using Interviews were conducted face-to-face according to the prepared questions. The interviews used in this research consist of 10 questions items. The second is the indirect method by using the questionnaire in sheet form as a tool to collect data consisting of a closed-ended questionnaire which consists of 15 questionnaire items.

Techniques of Data Analysis

Quantitative data, such as scores on instruments, yield specific numbers that can be statistically analyzed, can produce results to assess the frequency and magnitude of trends, and can provide useful information if you need to describe trends about a large number of people (Creswell, 2012: 535). Analyzing qualitative data requires understanding how to make sense of text and images so

that you can form answers to your research questions (Creswell, 2012: 236). In this research, the researcher collected data by giving questionnaires and interviews to respondents during a predetermined time. Each individual has the same questionnaire but must have their answers to each of the questions contained in the questionnaire that has been distributed by the researcher.

The qualitative data were analysed by using :

1. Organize the data, the researcher prepares the interview transcript that was used during the research at SMPN 03 Mempawah Hilir.
2. Read the data, the researcher writes notes in the margins of the interview transcript.
3. Coding, the researcher collects data and pictures as documentation at SMPN 03 Mempawah Hilir.
4. Generate a description, The researcher took five people as coding to determine the results.
5. Represented the data, researcher used the table in presenting interview data.
6. Interpreting, The researcher compares the results of the research at SMPN 03 Mempawah Hilir with several existing theories.

The quantitative data were analysed by using :

1. Report information, the researcher presents a table with numbers and percentages.
2. Discuss the method, Mention the procedures used to check for response bias, such as wave analysis or a respondent/nonrespondents analysis.
3. Discuss a plan, researcher found the percentage of respondents' scores.
4. Assuming, researcher used a Likert scale to find data results.
5. Identify the statistic, test the questions that will be given to respondents.
6. Present the result, researcher present data with tables.

FINDING AND DISCUSSION

Findings

Interview

The data in this research was obtained from interview and questionnaire. The data from the interview was described as follow :

Table 1. Factors dominated students' anxiety in learning English

Interview	Participants answer
1st interview	The student feels anxious when studying English, especially during the English exam, even though at

	night he can still sleep well, the next day when the exam the student feels anxious when facing a difficult question that makes the student tremble even to the point of not wanting to answer the question.
2nd interview	The student feels anxious when studying English, especially during the English exam, even to the point of not being able to sleep well because he keeps thinking about the English exam. The student also often thinks about the opinion of his friends if he can't answer the English exam questions and gets a low score.
3rd interview	The student feels anxious when studying English, especially during an English exam, when he gets a difficult question, the student trembles when reading the question and makes the student answer incorrectly and cannot answer the question even though they have studied before the exam begins.
4th interview	The student feels anxious when learning English, especially during the English exam, and the student does not think about the assessment of his friends against him. even still able to concentrate on learning even though the class situation is noisy. however, when getting a difficult exam question, the student trembles and prefers to cheat on the friend next to him.
5th interview	The student feels anxious when studying English, especially during the English exam, when the exam the student feels anxious when facing difficult questions which makes the student try to find answers by answering carelessly because he loses interest in doing English problems.

Based on the statements above, it can be concluded that students' answers are a factor causing anxiety in facing exams because students show a lot of anxiety when the test or exam is carried out even though students have prepared themselves, thus making students lose interest in taking the exam. Judging from the answers above in the first interview, the student trembled and even chose not to answer questions during the exam when he got a difficult question. In the second interview, the student was worried about the assessment of his friends if he got a low score. in the third interview, the student still felt anxious when answering a difficult question, and when he started shaking, the student answered the question with the wrong answer. In the fourth interview, the student was anxious when he got a difficult question so, the student cheated on the friend next to him. Finally, in the fifth interview, the students were anxious about getting difficult questions, so they tried to find random answers because they had lost

interest in learning English. This proves that the students of SMPN 03 Mempawah Hilir have anxiety in learning English with the factor that dominates the anxiety, namely test anxiety which makes these students lose interest in learning English.

Questionnaire

The data from the questionnaire was factors on students' level of anxiety. The questionnaire in sheet form as a tool to collect data consisting of a closed-ended questionnaire which consists of 15 questionnaire items.

Table 2. Scoring Percentage of " Mild Anxiety"

No Item	Total Item	Score	F	Total Score Average	%
1,2,3,4	4	SS (1)	23	23	8%
		S (2)	26	53	19%
		N (3)	11	33	12%
		TS (4)	6	24	8%
		STS (5)	30	150	53%
TOTAL SCORE			96	283	100%
MAX SCORE			480		
AVERAGE PERCENTAGE			59%		
CRITERIA			Enough		

From the table above, it could be seen that for the frequency of all the students' there were 8% who have strongly agree with level frequency, students' who have agreed with the level of frequency were 19%, and students' who have neutral in the level of frequency were 12%, students' who have disagreed in the level of frequency were 8%, students' who have strongly disagree in the level of frequency were 53%. It means that the students' frequency of mild anxiety strongly disagreed. The average percentage were 59% seen from the number of average scores above at 59% belonging to the "Enough" criteria according to the existing interval. Based on the criteria above, it can be concluded that students enough feel anxiety at the statements at that level. From the results of the interview, the students who filled out the questionnaire on the mild anxiety level felt anxiety when learning English, starting from sweaty palms to being afraid when English lessons were about to begin. This, which makes it difficult for students to concentrate while learning English.

Table 3. Scoring Percentage of " Moderate Anxiety"

No Item	Total Item	Score	F	Total Score Average	%
5,6,7,8	4	SS (1)	15	15	6%
		S (2)	17	34	13%
		N (3)	43	129	47%
		TS (4)	11	44	16%
		STS (5)	10	50	18%
TOTAL SCORE			96	272	100%
MAX SCORE			480		
AVERAGE PERCENTAGE			57%		
CRITERIA			Enough		

From the table above, it could be seen that for the frequency of all the students' there were 6% of students who have strongly agree with level frequency, and students' who have agree with the level of frequency were 13%, students' who have neutral in the level of frequency were 47%, students' who have disagreed in the level of frequency were 16%, students' who have strongly disagree in the level of frequency were 18%. The average percentage were 57% seen from the number of average scores above at 57% belonging to the "Enough" criteria according to the existing interval. Based on the criteria above, it can be concluded that students enough feel anxiety at the statements at that level. It means that the students' frequency of moderate anxiety was neutral. At the level of moderate anxiety, students are often nervous when English lessons begin, there are even students who often go back and forth to the toilet because they are nervous and afraid when learning English.

Table 4. Scoring Percentage of " Severe Anxiety"

No Item	Total Item	Score	F	Total Score Average	%
9,10,11,12	4	SS (1)	9	9	3%
		S (2)	40	80	25%
		N (3)	1	3	1%

		TS (4)	1	4	1%
		STS (5)	45	225	70%
TOTAL SCORE			96	321	100%
MAX SCORE			480		
AVERAGE PERCENTAGE			67%		
CRITERIA			Enough		

From the table above, it could be seen that for the frequency of all the students' there were 3% of students who have strongly agree with level frequency, and students' who have agreed with the level of frequency were 25%, students' who have neutral in the level of frequency were 1%, students' who have disagreed in the level of frequency were 1%, students' who have strongly disagree in the level of frequency were 70%. The average percentage were 59% seen from the number of average scores above at 67% belonging to the "Strong" criteria according to the existing interval. Based on the criteria above, it can be concluded that students strongly feel anxiety at the statements at that level. From the results of student answers, the students experience symptoms of anxiety in learning English such as shaking arms and legs to make students confused in answering English questions. Students who are at this level of severe anxiety often feel confused and even tremble when learning English. This makes students who are at the level of severe anxiety feel more nervous and panicked when English lessons begin.

Table 5. Scoring Percentage of " Panic"

No Item	Total Item	Score	F	Total Score Average	%
13,14,15	3	SS (1)	37	37	22%
		S (2)	10	20	12%
		N (3)	4	12	7%
		TS (4)	6	24	14%
		STS (5)	15	75	45%
TOTAL SCORE			72	168	100%
MAX SCORE			360		
AVERAGE PERCENTAGE			47%		
CRITERIA			Enough		

From the table above, it could be seen that for the frequency of all the students' there were 22% who have strongly agree on the level frequency, students' who have agreed on the level of frequency were 12%, and students' who have neutral in the level of frequency were 7%, students' who have disagreed in the level of frequency were 14%, students' who have strongly disagree in the level of frequency were 45%. It means that the students' frequency of panic was strongly disagreed. The average percentage were 47% seen from the number of average scores above at 47% belonging to the "Enough" criteria according to the existing interval. Based on the criteria above, it can be concluded that students enough feel anxiety at the statements at that level. Based on the table above, it can be concluded that many students are not anxious at the level of panic when learning English. Students who are at the panic anxiety level will often find it difficult to concentrate so that it makes students difficult to speak fluently and difficult to think when doing English tests.

Based on the questionnaire, the researcher found that students were neutral about how they felt about learning English anxiety at moderate anxiety levels, and students preferred severe anxiety levels. Seen from the table above at the level of mild anxiety with the average percentage of 59%, the level of moderate anxiety with the average percentage of 57%, the level of severe anxiety with the average percentage of 67%, and the panic level with a percentage of 47%. This proves that the students of SMPN 03 Mempawah Hilir are at the level of severe anxiety when learning English. Therefore, many students feel anxious when learning English which makes them even more nervous and even confused when learning English. thus disrupting the learning process which causes students to have difficulty in achieving the four skills in learning English, namely listening, speaking, reading, and writing.

Discussion

Based on research findings, this research was conducted at SMPN 03 Mempawah Hilir in the Academic Year of 2021/2022 with a sample of twenty-four students in one class. The analysis result questionnaire expressed students' level of anxiety in learning English. The level of anxiety by the students is a

Severe level of anxiety (Hasibuan & Irzawati, 2020). It is support by Hasibuan & Irzawati, (2020) who mention that, it is true that there are students who are indicated to be anxious in learning English with a severe level of anxiety. Anxiety is a very familiar problem that affects students in learning English, In brief, these behaviors will affect their competence because severe-anxiety students will produce and obtain lower than those who have mild-anxiety in the class. Students cannot produce wellperformance in the classroom if their language anxiety is getting higher. At any time, when they are in front of the class, they tend to forget what they already have in mind, and it makes their speaking performance becomes not clear. Their fear and nervousness in speaking, English test, and performing in a class show that they are already dealing with anxiety.

Based on the result it was found that the factors which caused the students' anxiety are communication apprehension, fear of negative evaluation, and test anxiety. First, communication apprehension or some similar reaction obviously plays a crucial role in foreign language anxiety Horwitz, (1991) as cited in (Aeni et al., 2017). The students who typically have trouble speaking in groups are likely to experience even greater difficulty speaking in a foreign language class where they have little control of the communicative situation and their performance is constantly monitored. It is support by Horwitz, (1991) as cited in (Aeni et al., 2017). Second, Fear of negative evaluation from classmates is also the cause of students' anxiety in learning English Ely, (1986) as cited in (Ansari, 2015). Students who are afraid of negative evaluations will perceive this not as a mistake but as a threat that interferes with students' learning, which makes the student afraid of the teacher's and classmates' assessments. This makes the students choose to be silent and don't even want to participate in learning English. It is support by Ely, (1986) as cited in (Ansari, 2015). Third, test anxiety, namely student anxiety on teacher assessments on test results conducted at school. Students who experience test anxiety think that learning English is a test that makes students feel anxious when learning English. This prevents students from using opportunities in learning English as a way to improve skills in English. As a matter of fact, Six types of sources of

foreign language classroom anxiety have been identified Young, (1991) as cited in (Ansari, 2015): personal and interpersonal anxiety, is a belief about learning English, in interacting between students and procedures in the classroom. Indeed, it is often suggested that speaking is the most "anxiety provoking aspect in a second language learning situation" Cheng, Horwitz, and Schallert, (1999: p.420) as cited in (Ansari, 2015). So that the anxiety that occurs makes students disturbed and does not want to follow all activities that occur in class during English lessons and choose to be silent. It is support by Cheng, Horwitz, and Schallert, (1999: p.420) as cited in (Ansari, 2015).

Most of the dominant students answered aspects of student anxiety during tests anxiety as we know students are not ready when answering difficult exam questions. They are afraid to fill in difficult questions so they lose interest in filling out the questions. Students believe that the assessment procedures include all aspects of the language learning process. test anxiety which is also the performance anxiety. It is a concern about the low academic judgment during foreign language learning or fear of failure (Horwitz & Young, 1991) as cited in Basith et al., (2019). The test anxiety will make a person's performance in learning is getting worse because he only focuses on his lack of ability in learning a foreign language, not on the effort that will be made to achieve good academic grades. The researcher found from the three categories the test anxiety was the dominant factor causing the anxiety it was support by (Akbar et al., 2018). Most of the students in grade VII A at SMPN 03 Mempawah Hilir are afraid that they will fail their exams especially in class during English lessons.

CONCLUSION

From the results of the research above, it was found that the level of anxiety of students in learning English in SMPN 03 Mempawah Hilir students belongs to the category of severe anxiety with a percentage 67%. It is because Anxiety is a very familiar problem that affects students in learning English.

Then, from the results of the research above, it was found that there are three factors that cause students' anxiety in learning English. the first is communication apprehension, which makes students feel unsure or insecure about their ability to speak. Furthermore, the second factor that causes anxiety in learning English is fear or negative evaluation, this makes students always think negatively about the assessments of teachers and classmates when learning English takes place. Third, test anxiety is something that is often experienced by every student, where students who have a level of anxiety learning English belonging to severe anxiety will easily get low scores because they cannot overcome their anxiety which makes them unable to concentrate.

Of the three factors that cause students' anxiety in learning English above, this research concludes that the factor that dominates students' anxiety in learning English is test anxiety.

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