

STUDENTS' ANXIETY IN LEARNING ENGLISH AT THE TENTH GRADE TKJ STUDENTS OF SMK NEGERI 2 SIDUAORI

Asalia Halawa¹, Restu Damai Laia², Impiani Zagoto³, Senadaman Wau⁴

¹Mahasiswa Prodi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan
Universitas Nias Raya

^{2,3,4}Dosen Universitas Nias Raya

(asaliahalawa01@gmail.com¹, restudamai@gmail.com², impiani@gmail.com²,
senadamanwau@gmail.com⁴)

Abstract

This research was carried out to investigate the students' anxiety in learning English at the tenth grade TKJ of SMK Negeri 2 Siduaori. The objectives of this research were to find out the types of students' anxiety in learning English at the tenth grade TKJ of SMK Negeri 2 Siduaori and to explain the factors contributing to the students' anxiety in learning English to tenth grade TKJ of SMK Negeri 2 Siduaori. This research was a qualitative research design and the data were obtained through the classroom observation and interviews. The data were analyzed by using Miles and Huberman' theory such as data reduction, data display and conclusion drawing and verification. The result of this study showed that the students at the tenth grade TKJ of SMK Negeri 2 Siduaori were experienced the anxiety in learning English. There were two types of anxiety experienced by the students such as state anxiety and trait anxiety. The factors that contribute to the students' anxiety in learning English such as speaking in front of the class, being called by the teacher, incomprehensible input or unclear explanation, being ridiculed by peers/classmates, inappropriate teaching method, low self-esteem, lack of preparation, students' beliefs about learning English, English is excessive, and stressful learning experience. The researcher figured out that the sources of these factors do not only come from the teacher but also from the students. Thus, it is extremely important to increase teacher's awareness since anxiety is the main factor which affects the students' learning. Knowing the students' anxiety in learning will absolutely influence the teacher in treating the students properly. The students should respect each others and support each others in growing together and developing skills in the class.

Keywords: Anxiety; Students; Learning; Factors

Abstrak

Penelitian ini dilakukan untuk meneliti kecemasan siswa kelas 10 TKJ SMK Negeri 2 Siduaori dalam belajar bahasa Inggris. Tujuan penelitian ini adalah menemukan jenis kecemasan siswa kelas 10 TKJ SMK Negeri 2 Siduaori dalam belajar bahasa Inggris dan menelaskkan faktor-faktor yang menyebabkan kecemasan siswa kelas 10 TKJ SMK Negeri 2 Siduaori dalam belajar bahasa Inggris. Penelitian ini adalah penelitian kualitatif dan data penelitian ini diperoleh melalui observasi dalam kelas dan wawancara. Data dianalisis menggunakan teori Miles dan Huberman yaitu reduksi data, penyajian data dan membuat kesimpulan serta verifikasi. Hasil penelitian menunjukkan bahwa siswa kelas 10 TKJ SMK

Negeri 2 Siduaori merasakan kecemasan dalam belajar bahasa Inggris. Terdapat dua jenis kecemasan yang dialami siswa adalah “state anxiety” dan “trait anxiety”. Factor-factor yang mempengaruhi adanya kecemasan terhadap siswa dalam belajar bahasa Inggris adalah berbicara di depan kelas, dipanggil oleh guru, input yang tidak dapat dimengerti atau penjelasan yang tidak jelas, ditertawai oleh teman sekelas, metode mengajar yang tidak sesuai, rasa percaya diri yang rendah, kurang persiapan, anggapan siswa tentang belajar bahasa Inggris, bahasa Inggris yang terlalu banyak/rumit, dan pembelajaran yang penuh dengan tekanan. Peneliti menemukan bahwa sumber yang menyebabkan kecemasan tidak hanya berasal dari guru akan tetapi juga dari siswa itu sendiri. Dengan mengetahui kecemasan ssiwa dalam belajar akan mempengaruhi guru dalam memperlakukan siswa dengan benar. Siswa seharusnya saling menghargai dan mendukung satu sama lain agar bertumbuh dan mengembangkan kemampuan secara bersama-sama didalam kelas.

Kata Kunci: *Kecemasan; Siswa; Belajar; Faktor*

A. Intoduction

English language is one of the subject that learned by Indonesian learners. It can be said that English is one of compulsory subject in all the level of high school in Indonesia such as elementary school, junior high school, senior high school, vocational high school untill university. Based on the education curriculum implemented in Indonesia, there are four primary skills which must be taught in the class. They are speaking, listening, reading and writing. In order to achieve these skills, the students are expected to study well and be consistent to learn English for instance the students have to know to all the rules, the syntactical or the structure forms in English, practice speaking, read some English journals, memorize some vocabularies every day and so on.

Unfortunately, in fact, there are some students when learning English often get a problem, especially having the feeling of anxiety. Moreover, when students face the English examination, feeling anxiety always dominates the students. Based on this phenomenon, it

can be seen that anxiety experienced by the students is truly a serious thing and cannot be overlooked.

Anxiety is one of negative emotional states that make such learning process becomes difficult because it distract students to process information or the input that they got from the teacher. In general, anxiety comes from human body as response to a particular situation which commonly can be identified as feeling worry, nervous, apprehension and so on. Martin et al. (2010:798) defined anxiety as a sense of apprehension or doom that is accompanied by certain physchological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach. Moreover, Owens et al. (2012:434) stated that anxiety will adversely affect performance in evaluating settings and this effect will be greater on difficult cognitive tasks. So, based on the theory above, it can be noted that anxiety truly has the potential to distract student's cognitive or learning efforts. Feeling anxious will impede students' english language competence to perform successfully in the classroom.

In addition, anxiety mostly acknowledged as a negative aspect that lowers the learners' proficiency because they cannot think clearly and even convey their ideas well under an anxious situation. There are so many vary reasons about why Indonesian learners anxious in learning English in the class. However, during the preliminary research by observation and interview done by the researcher at the tenth TKJ grade of SMK Negeri 2 Siduaori, the researcher found several problems of having anxiety faced by the learners in learning English. The students do no want to speak English in front of the class, they feel nervous when they were asked to speak English by the teachers and so on. There are some reasons why they feel anxious when learning English such as because they lack of confidence, afraid of making mistakes, afraid of getting mocked by other students, feeling nervous and so on. These problems will make students having difficulties in following the lesson and certainly it will impact on students' learning outcomes further.

Moreover, the anxiety also can interfere with students' progress in mastering primary language skills. The students of course will not be able to master that skills since they do not move on from their anxious feeling. It can be said that since the students have this anxiety, it will be handering them from attaining the objectives of their English lessons in the class and it can truly make the class run inefficiently.

Here, the researcher claimed that students experince the anxiety when learning English is a unique phenomenon. It is important to be researched since it can have substantial

effects on foreign language learning, especially English language learning. Based on the explanation above, the researcher conducted this research at the school because the anxiety always dominates all the students and the researcher believed that this research also will be useful for both teachers and students and hopefully through this research, the students can find a better self-confidence for being able to overcome their anxiety in learning English.

In general, the most well-known anxiety experienced by people is called state anxiety and trait anxiety. These types of anxiety tend to show up when people face a potential threat or another frightening moment. State anxiety usually involves a mix of physical and mental symptoms. According to Ormrod et al. (2020:674), "State anxiety is temporary feeling of anxiety elicited by a threatening situation". In other words, state anxiety refers to nervousness or tension at a particular moment or simply it can be called as normal anxiety. This state anxiety arises only when people are in certain situation or in a pressure condition and hence it is impermanent. It means that state anxiety will fade when ominous situation has disappeared. Indrianty (2016:34-35) clarifies the examples of state anxiety reactions/indicators such as holding hand, not to look their partner, decent volume on their voices, tend to pause a lot, smile/laughing, stay silent, and trembling.

Nevertheles, in certain cases, anxiety appears and comes more intense and lasted for long. Therefore, it is called trait anxiety. Ormrod (2020:675) clarifies

that trait anxiety is general pattern of responding with anxiety even in nonthreatening situations. It means that this type of anxiety can be a part of someone's personality. A person with trait anxiety has tendency to worry, feel nervous, anxiety all the time or feel inappropriately threatened by any things in the environment. Hsu (2009) argues that trait anxiety can also affect how the speaker interprets nonverbal responses such as:

- a) Unable to produce words or sentences.
- b) Speak with poor articulation.
- c) Use speech fillers.
- d) Avoid eye contact.

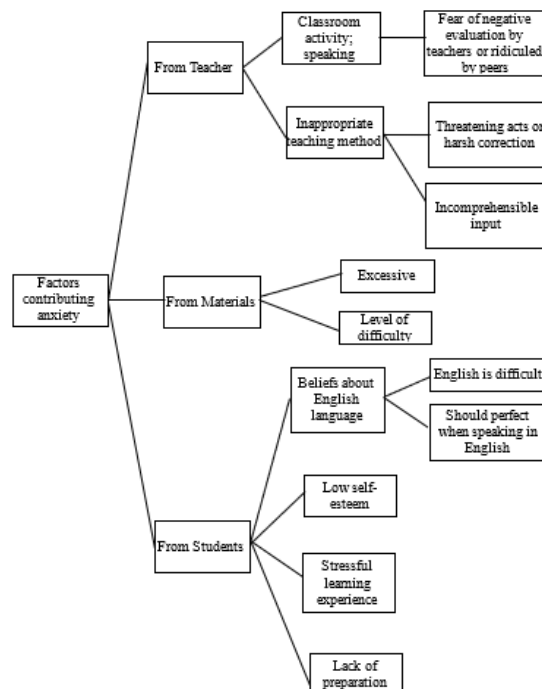
There are many factors contributing to students' anxiety. Here, the researcher presents the illustration of factors contributing to students' anxiety in learning English adapted from Horwitz et al. and Worde's theory.

B. Research method

This research was applied in qualitative research design. Sugiyono (2013:9) clarifies that qualitative research is a research method based on the philosophy of post positivism used to examine the conditions of natural object. This research analyzed the anxiety where it comes naturally in human.

This research was conducted at SMK Negeri 2 Siduaori which is located in Hilidohona Village, Siduaori Sudistrict, South Nias regency. The researcher did the research at that school on 11th and 15th September 2023. So, it was two times the researcher visited the school to do the research.

Figure 1. Factors Contributing to Students' Anxiety in Learning English



Source: Adapted from Horwitz et al.(1986) & Worde (2003)

The data of this research were the anxiety and the factors cause students' anxiety at the tenth grade TKJ students of SMK Negeri 2 Siduaori, and the source data was taken from the result of observation and interview with the students about anxiety in learning English.

To collect the data, the researcher used two techniques namely observation and interview. In observation, the researcher entered the class and followed the process of teaching learning doing by the English teacher then examined the students' anxiety during the class. The researcher also prepared the note which is the indicators of students' anxiety to support the observation activity. Moreover, in interview section,

the following questions were asked to the participants.

1. Please tell me something about how you have felt during English classes?
2. What bothers you the most about English classes?
3. Do you have any idea why you feel so anxious in your English classes?
4. How do you think people in your classroom will react if you make a mistake?
5. Do you think English is a difficult language to learn?
6. Have your teacher played a role in your feelings, either good or bad, about your English classes?
7. Do you have any ideas of how English classes might be less stressful?

After the researcher collect the data, the researcher analyzed the data by using Miles & Huberman's theory namely data reduction, data display, drawing the conclusion and verification.

C. Research Findings and Discussion

This research aimed to investigate the types of anxiety and factors that contribute to the students' anxiety in learning English. The results can be seen in the following explanation.

1. Types of students' anxiety in learning English at the tenth grade TKJ of SMK Negeri 2 Siduaori

Based on the obtained data, the researcher found that the students at the tenth grade of SMK Negeri 2 Siduaori experienced state anxiety in learning English. During the observation, the researcher figured out that when the students were being called by the teacher to speak even to answer a question, the

students started to be panic. The students tend to bow repeatedly, pretend to be busy by reading a book or writing a note, fidgeting, refuse the teacher's instruction or refuse to answer the question or practice speaking, making some excuses to avoid the class and cover the face with a book.

Moreover, most students when speaking in front of the class, they often scratch the head and stay silent or tend to pause a lot and always smiling. As a result, when the students make a mistakes and the others were laughing. Eventually, the students were feeling shy, some of the students were sweating and so on.

Furthermore, the students at the tenth grade of SMK Negeri 2 Siduaori experienced trait anxiety. Most of the students always avoid the eye contact with the teacher to escape for being asked to speak in front of the class. When the students spoke, most of them spoke too fast with unclear answer or poor pronunciation/articulation, and also use too much fillers.

2. Factors Contributing Students' Anxiety in Learning English to the Tenth Grade TKJ of SMK Negeri 2 Siduaori

a. Factors from teacher

1) Speaking activity

Most of the participants which are the students responded that speaking in front of the class or being called by the teacher in front of the class is the thing that they most concerned about when learning English at school or in the classroom. Moreover, the students started to get worry, panic, tremble or anxious when have to speak English and also invited by the teacher to read English in front of the class even ask an English question.

In addition, during observation, the researcher figured out that the students tend to be uneasy when speaking in front of others. For some reasons, they were always being ridiculed by other students when making mistakes, fear of being corrected by the teacher. Even when being asked to read or answer the questions, the students tried to cover their face with book for not being called by the teacher, pretend to be busy writing and refuse the teacher's instruction.

2) Incomprehensible input

According to the participants, incomprehensible input such as unclear explanation or not understanding what the teacher said when explaining the material may also contribute to their anxiety in learning English in the class. The students stated that they started feel uneasy, worry even anxious when they do not understand a lesson. They were afraid of getting nothing during the class but the teacher asks a question or to practice in front of the class. They worried that they will disappoint the teacher for not being able to follow the English class and eventually getting punishment.

Many of the participants complained that they often feel intimidated when the teacher explain the material too fast and using English all the time. Moreover, the students looked confused and started showing carelessness by chatting with others, making some excuses and so on to reduce their anxiety.

3) Inappropriate teaching method

Based on the result of interview, most participants responded that their anxiety affected by the teacher's personality when teaching English in the class. The students reported that they got anxious when the teacher overly criticized the students' mistakes and that what makes

students feel uncomfortable, intimidated, uneasy, worried, nervous, sweating, and so on.

b. Factors from Students

1) Being laughed or ridiculed by others

One of the factors that play significant role in contributing the students' anxiety in learning English is getting unsupportive manner such as being ridiculed by classmates or other students even the teacher. The students responded that when they speak English incorrectly, other students or peers always laugh and shouted at them. As a consequence, the students lose self-confident, lose focus, experiencing more nervousness, sweating, the mind went blank and reminded silent for a moments. It certainly makes the students feel embarrassed and will damage the students' confidence and finally it obstructs the students' competency development in English.

2) Beliefs about English

Certain beliefs may contribute to students' anxiety. Most participant stated that English is so hard, difficult, and not easy to understand. As a consequence, the students were always confused and when the teacher asks a question, they just stay silent and look at each other hoping that another answer the question. Moreover, during the interview, the researcher found that the students felt overwhelmed by the language rules and several others admitted that they have a problem with their vocabulary and constructing English sentences in the correct grammar.

During observation, the researcher figured out that the students tend to be passive in the classroom rather than being active. They were to afraid for not doing the best. They preferred to be silent, cover

their face with book to avoid the teacher, lose eye contact and so on.

3) Low Self-esteem

The researcher figured out that the students experienced or have low self-esteem in learning English. Lacking of vocabulary, not confidence, afraid of making mistakes, thinking that other people are better than himself/herself are the kind of low self-esteem that experienced by the students during the English class.

4) Lack of Preparation

Most participants responded that they were anxious when learning English because lack of preparation. The students did not have enough preparation because basically they do not like learning English due to English is so difficult. Therefore, the students were getting lazy and studying less.

5) Stressful learning experience

Stressful learning can contribute to the students' anxiety. The researcher found that the students have difficulty in accomplishing the English for instance cannot construct the sentence in correct pattern, cannot translate the language, cannot memorize the vocabulary and so on. As a result, the students do not like English, always being concerned when English class started, ignore the teacher, etc.

c. Factor from Materials

Based on the result of observation and interview, the researcher figured out that many students stated that English is extremely hard to understand. Even some of the students have a stressful learning experience during learning English. As it is known that English is excessive which means that in learning English, it is not enough when the students memorize the

vocabulary. To master or understand English, the students have to know its rules, language pattern, symbols, or other aspects. That is why the students have difficulty in understanding English. It causes the stressful and frustration learning. Here, many students gained so much anxiety because they always worried that there are a lot of aspects to be studied in English and they are afraid for being not able to follow the English class.

In this research, the researcher found that the students experienced state and trait anxiety and there are some factors that cause the students' anxiety. Firstly, factors from the teacher. The students feel anxious when the teacher asks the students to practice in front of the class like speaking or reading and even answer a question. Here, the students were always being laughed or ridiculed by peers and teacher when making mistakes. The teacher also never motivate and encourage the students in learning English even when making mistakes, that is why the students lose their self-confidence and started being anxious. Similar result was found in the latest related study by Januariza & Hendriani (2016) that the students experienced anxiety because lack of motivation, incomprehensible input, being ridiculed by peers and being called by the teacher to speak/practice.

Secondly, the anxiety comes from the students themselves. The students have the low self-esteem such as lack of vocabulary, do not like English, afraid of making mistakes, not confident, nervous, and worry. Moreover, the students lack of preparation and thought that English is so difficult. That is what make the students feel frustration and stressful in learning English and become anxious when learning

English in the class. Similar result was found in the previous study by Fatmawati (2022) that students' anxiety influenced by the students' beliefs about learning English, lack of preparation, and lack of vocabulary.

Lastly, factor from materials. It is related to the students' beliefs about learning English. The students were being worried and anxious when they cannot understand English at all. For students, English is excessive so that it is not easy to understand English.

D. Conclusion and Suggestion

After the researcher analyzed the data, it can be concluded that students at the tenth grade of SMK Negeri 2 Siduaori have anxiety in learning English. Anxiety is the feeling of apprehension and anxious as a respond to threatening situation. The anxiety experienced by the students caused by three factors such as factors from teacher, students and materials. There are two types of anxiety that experienced by the students at the tenth grade of SMK Negeri 2 Siduaori such as state anxiety and trait anxiety. State anxiety refers to nervousness or tension at a particular moment or simply it can be called as normal anxiety. While students with trait anxiety have tendency to worry, feel nervous, anxiety all the time or feel inappropriately threatened by any things in the environment.

There are various factors that contribute to the students' anxiety in learning English in the classroom. The sources of the anxiety factors are not only come from the teacher but also from the students. Both teacher and students are related with each other toward the issues of anxiety in learning English in the classroom but also they play an important role in reducing the anxiety.

This research provides a great deal of information about the students' anxiety in learning English. In other words, the students have given valuable information about their anxiety in learning English. Therefore, it is significant to use their insights to create a more relaxing environment as well as what teacher can do to reduce the students' anxiety in the classroom when learn English language.

Based on the conclusion above, the researcher stated some suggestions as follows:

1. The researcher expects that through this research, the teacher should be aware of the students' anxiety in foreign language learning. This research showed that the teacher's awareness of the students' anxiety is insufficient. Thus, it is extremely important to increase teacher's awareness since anxiety is the main factor which affects the students' learning. Knowing the students' anxiety in learning will absolutely influence the teacher in treating the students properly.
2. For the students, they need to try to overcome their anxiety in the classroom. The students should respect each others and support each others in growing together and developing skills in the class. The students also must realize that making mistakes is a natural process of language learning, therefore no need to be afraid or worried to make mistakes. The students should try to break their anxiety by training their self-confidence, practicing, and learning a lot.
3. Lastly, due to the limitation of this research, the further researchers are

suggested to explore more about the students' anxiety in learning English. Further investigation with a larger participants will be better and useful to provide a good understanding about the foreign language anxiety.

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