

An Analysis of Student Anxiety in Learning English at Junior High School Baitul Makmur Malang

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Abstract: The goal of this research is to find out the level of student anxiety at Junior High School Baitul Makmur Malang as well as the factor that lead to it. This research used descriptive qualitative methods in the form questionnaire and interview. 21 students served as the study subjects in this research. The result of this research including: 12 students experience mild level of anxiety and 9 students experience moderate level of anxiety. The factor that contribute to the anxiety was lack of confidence, afraid of not understanding the material and being left behind, being laughed at by peers, nervous when called or pointed in front of the class, worried of being wrong because can't speak English, and last factors is because English is quite difficult subject to learn.

Keyword: *Anxiety, Learning English, English Foreign Language*

INTRODUCTION

Learning English has become a crucial aspect of life, especially for students in school, as English is now a universal Language. Teacher often struggle to communicate with their students since they don't always understand what teacher saying, which discourages them from studying English. As a fundamental component of a child's capacity to absorb information and comprehend what they encounter, students' feelings in the classroom important because they affect their learning. For instance, students exhibit excitement when they are certain, content, and fired up about the subject. Negative feelings like rage, worry, and despair have the potential to obstruct a student's efforts to learn. While worrying negatively affect students' performance in class, positive feelings like self-worth, empathy, and motivation can hasten the learning process. Therefore, it can be concluded that students feelings play a significant part in the English learning process. Planning out educational objectives can help students achieve the teaching and learning process. Learning can be considered of as a change that is permanent in nature because a teacher introduces change to students through methods like developing particular abilities, altering certain attitudes, or understanding particular laws governing a learning environment (Sequera, 2012). Learning outcomes are the result of the teaching and learning process that are used to help students attain their educational objectives (Purwanto: 2016). Widening participation in tertiary education is crucial, as evidenced by the numerous studies on higher education that examined inclusion and equity in teaching and learning (Bradley and Miller: 2010).

One of the barriers to learning English is anxiety. It has a significant impact on how well people learn languages, and it prevents them from learning English well. According to (Juhanna in Izumi: 2017), having very little opportunity to practice can be the root of a lack of confidence, shyness, and quiet that obstruct natural communication. Additionally, worried students could freeze or go blank during tests, making it impossible for them to answer questions even if they already know the answers. So when students frequently experience an anxious reaction, it hinders their capacity to function well in a foreign language class (Horwitz, et. al, 1986). The student must reduce their worry and have faith in their ability to learn English if they want to succeed in English class. A type of emotion known as anxiety is

characterized by emotions of concern, tension, and excessive vigilance toward a perceived situation. In accordance with (Kaplan, Saddock, and Grebb: 2010), anxiety is a normal reaction to some frightening circumstances and happens along with growth, change, new experiences, as well as in discovering one's identity and life. Additionally, a thorough list of the potential reasons of language anxiety is provided by (Young: 2005) in Ohata. She contends that five factors can contribute to language anxiety: 1) interpersonal and personal worries, 2) learner attitudes about language acquisition, 3) teacher ideas about language instruction, 4) classroom practices, and 5) language testing. The performance anxieties mentioned above could be the possible causes of the student's concern.

When discussing anxiety in learning foreign language, there are likely several main factors that are the source of anxiety. According to (Horwitz in Tanveer: 2007) claimed that three performance anxiety issues are related to foreign anxiety and involve performance evaluation in an academic and social setting. 1) Concern with communication 2) test anxiety; and 3) concern over receiving poor feedback. Testing scenarios frequently result in language anxiety. When multiple grammatical points must be coordinated and remembered at once during an oral exercise or a test, students frequently remark to a counselor that they "know" a certain grammar point but "forget" it throughout the activity. The issue can also be confined to consistent "careless" grammatical or syntactic mistakes. Usually, students discover after the test that they gave the wrong response because of anxiety even though they knew the answer. If the student becomes aware that they are making avoidable mistakes while taking the test, anxiety, and mistakes may increase. However, students frequently cite a variety of evaluative circumstances in which their proficiency in a foreign language is observed by those around them as the most reason that cause anxiety. They avoid making mistakes out of fear of being corrected in front of their classmates by the teacher.

Students approaches learning English from a different psychological perspective. Speaking, listening, reading, and writing are the four skills that students need to practice the most when learning a second language. Feeling anxious is one of the elements that effect English learning that ecouter most frequently. Stress on the body and mind can make students fell enxious. Students anxious reactions may prevent them from doing successfully in class. The term "subjective experienced of tension, trepidation, nervousness, and worry coupled with the arousal of the autonomic nervous system" is used to describe anxiety.

METHOD

Researcher use a model called a research design to choose how to conduct their research. In this study, the researcher use a descriptive qualitative methodology. According to Sugiono (2014), the definition of descriptive qualitative research involves describing a phenomena or even using either a quantitavive or a qualitative design. In the descriptive technique, the researcher not only investigates the occurrences, but also describes them in order to understand and anticipate them based on the field data. The researcher uses descriptive method design which is qualitative to analys and describe students level of anxiety and the factor that cause anxiety in Learning English at Baitul Makmur Malang Junior High School.

The setting in this The setting of the research was Baitul Makmur Malang Junior High School. It is located at Jl. Sawojajar Number 17b, Kedungkandang, Malang, East Java, 65139. The researcher chose this school because the researcher used to teach in this school. Even though this school is private, this school is capable and can compete with other schools in the surrounding area. The researcher chose this participant based on the data requirements to be analyzed. The instrument of this research was a questionnaire and structured interview with 7 questions and validated by the English teacher before being used in data collection.

After gathering the data, the researcher evaluated it, show data reduction, and come to conclusions. The goal is to make it simple, to comprehend, analyze, and make sense of the gathered data.

The researcher first arranges and gathers all the data that has been gathered. The researcher also structured the recorded interview by transcription and translation of the findings. The researcher then compiles all of the gathered and analyzed data. In order to make the data easier for readers to understand, the researcher also provided a straightforward explanation of it in context. Finally, draw inferences from the data gathered in response to the statement and the material. The data will be simple to show and analyze once the data analysis has been completed.

FINDINGS AND DISCUSSIONS

The Foreign Language Classroom Anxiety Scale (FLCAS), a close quistionnaire was used as the initial instrument in this study, which based on Horwitz's work, the level of anxiety among students during English class instruction was evaluated. There are 33 items in the FLCAS questionnaire on the level of classroom anxiety experienced by foreign language students, but there are only 20 items in this study. The third-grade students of the Junior High School Baitul Makmur who completed the questionnaire served as the study's participants. The results of the students' questionnaire responses are very variative.

Based on the responses to the open-ended questionnaire that the reseracher administered, the researcher discovered that anxiety among students was most frequently caused by a fear of making mistakes, followed by a lack of confidence in their English proficiency and a fear of receiving unfavorable feedback from their classmate. This study discovered that students became anxious when given unexpected tasks. None of the elements that the teacher could have impacted made them feel apprehensive.

The questionnaire contained 20 statements, and the responses from each respondent varied. The researcher discovered that 21 students' experienced varying level of anxiety while learning English. 12 students reported having "mild" level of anxiety, and the range for this score was from 60% to 79,99%. There were 9 students who reported "moderate" level of anxiety, hence range for this level's score is 40% to 59,99%. The researcher discovered that none of the respondents had "severe" levels of anxiety.

The majority of the 21 respondents are only somewhat nervous. The amount of anxiousness that is the highest in the ninth grade at Primary School Baitul Makmur is mild anxiety whis is 12 students in total. When someone is worried, they think that something is off and that they are in danger because of their surroundings. This is typically brought on by a feeling of fear and despair. Anxious people display characteristics in their behavior or sensations such as continual agitation, disorientation, shaking, etc. Later on, 9 students are experiencing moderate anxiousness. When many people experience tension or anxiety before performing in front of others, especially the lecturer or teacher, it may be considered typical. People who experience moderate anxiety tend to have these feelings of being increased exhaustion, elevated heart rate, speak fast at volume, diminished concentration, etc.

The interview result is the first respondent said that the respondent feel less confident in English class because the respondent didn't understand the material, affraid of falling behind in the material being taught, and being ridiculed when making mistakes. The second respondent said that the respondent feeling nervous when called or pointed at, nervous for fear of being wrong, can't speak English, being ridiculed when making mistakes, and the respondent think that English is a fairly difficult lesson. The third respondent said that the respondent feeling nervous, afraid of not being able to learn English, ridiculed and laughed at class, and think that English is a fairly difficult lesson. The fourth respondent said that the respondent afraid of saying wrong vocab, afraid of being laughed at while in English class,

sometimes understand sometimes not understand the material being taught, worried about not being able to speak English, and being laughed at by peers. The last respondent said that the respondent ridiculed and laughed at class, can't speak English, always nervous in English class, and think that English is a difficult lesson to learn.

The information in the preceding paragraph, which is based on the whole interview transcript, shows that the participants' primary concerns about English class linked to their fear about making errors and drawing teasing from their peers. The participants went on to say that they are worried of not understanding the subject matter and of falling behind in class. Additionally, they believed that their poor skill of English language contributed to their anxiety. Lack of confident and nervousness when called is also one of the factors that make them experience anxiety while in class. When asked how people react to mistakes, they all stated that their peers would laugh if someone committed a mistake. Additionally, the researcher considered the individuals' perceptions of the English language. Most respondents also agree that learning English was difficult. They thought they needed to know every word in English in order to understand what was being said. The participants also inquired as to how teachers affected their emotions. They said that the instructor never makes them feel uneasy in response, and never takes actions such as talking too fast, threatening method, or forcing them to study. Last, the participants suggested that giving a cooling break during class and filled with games will be helpfull to reduce the anxiety.

CONCLUSION AND SUGGESTION

The researcher describe severan conclusion that have been found and discussed in the previous chapter. After collect and proceed the data, the result shows that, 12 students experienced mild anxiety, 9 experienced moderate anxiety, and none experienced severe anxiety. The stress that students experience in class is detrimental to them. English teachers must be sensitive to their pupils' discomfort. Also based on the reserach findings, several reason could become a factor that contribute at their anxiety. These teachings were determined to contain at least six components, which are as follows: lack of confidence, afraid of not understanding the material and being left behind, being laughed at by peers, nervous when called or pointed in front of the class, worried of being wrong because can't speak English, and last factors is because English is quite difficult subject to learn. Only students are responsible for these factor. There are no external factors, such as those brought on by teachers or other factors that covered in this study. This increases our comprehension of anxiety related to learning a foreign language.

According to the findings, anxiety affects every student to differing degrees. The participation of anxious students is necessary to reduce tension in the classroom. The students must work together in order to create a comfortable environment in the classroom. Students who are less anxious should not make fun of others who are more anxious; instead, they should help those who are having problems. They must be made aware that making errors is common and typical when learning a new language.

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