

**FACTORS OF STUDENTS' ANXIETY IN LEARNING  
ENGLISH AS A FOREIGN LANGUAGE**  
*(A Case Study at the Seventh Grade of SMP Negeri 6 Batang)*



**AN UNDERGRADUATE THESIS**

**Submitted to the Faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto  
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.)**

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Declare that the thesis I have compiled with the title, Factors of Students Anxiety in Learning English as a Foreign Language (A Case Study at the Seventh Grade of SMP Negeri 6 Batang)' is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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## APPROVAL SHEET

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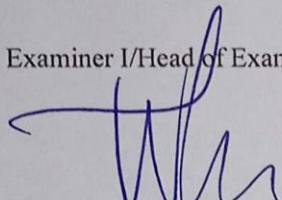
### FACTORS OF STUDENTS' ANXIETY IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

(A Case Study at the Seventh Grade of SMP Negeri 6 Batang)

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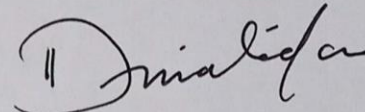
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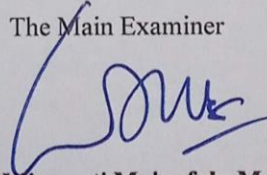
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*Assalamu'alaikum Wr. Wb.*

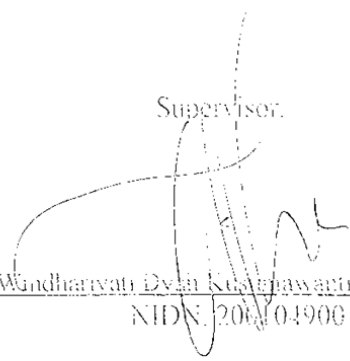
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*Wassalamu'alaikum Wr. Wb.*

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## MOTTO

“The most beautiful scenario cannot be chosen, however you can choose the main character who plays the scenario in beautiful way”.



## DEDICATION

I want to thank me for believing in me.

I want to thank me for all this hard work.

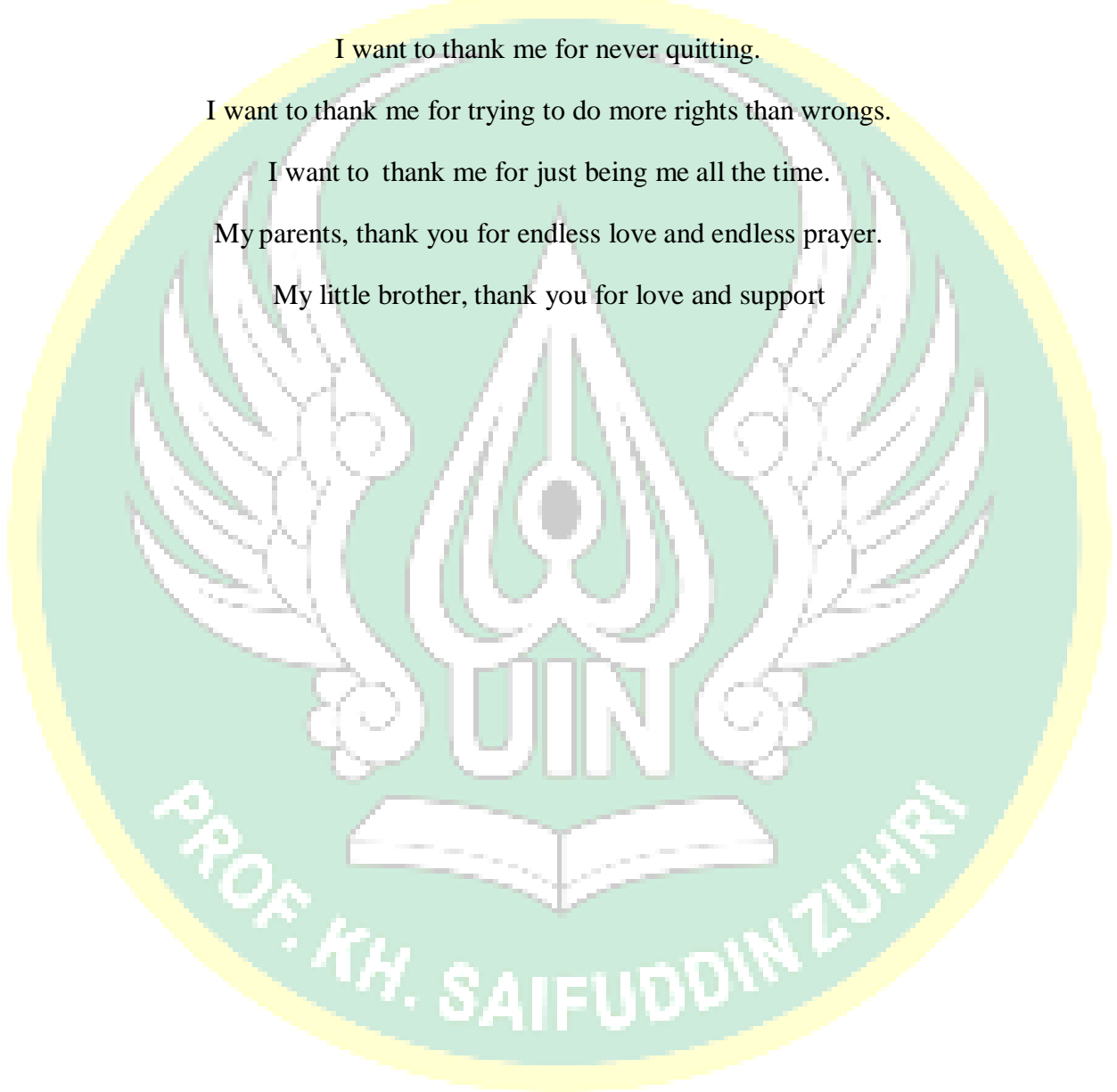
I want to thank me for never quitting.

I want to thank me for trying to do more rights than wrongs.

I want to thank me for just being me all the time.

My parents, thank you for endless love and endless prayer.

My little brother, thank you for love and support



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In the name of Allah, the most Gracious and Merciful, praise belongs to Allah Almighty. By his guidance and blessing, the researcher has accomplished the final research paper entitled ‘Students Anxiety in Learning English as a Foreign Language (A Case Study at the Seventh Grade of SMP Negeri 6 Batang)’. It is a scientific writing to fulfill one of the academic requirements to finish the bachelor degree (S.Pd) at Faculty of Tarbiya and Teacher Training State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto. Then, shalawat and salam always be presented to the last messenger of Allah, Prophet Muhammad SAW who has inspired and lightened many people up all around the world.

This thesis is presented as partial fulfillment of the requirement for achieving the undergraduate degree of education in the Faculty of Tarbiya and Teacher Training State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto. This graduation paper will not be completed without the support, guidance, advice, help, and encouragement from individuals and institutions. The writer would like to express the deepest gratitude appreciation to:

1. Prof. Dr. H. Suwito, M.Ag., as the Dean of Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H Saifuddin Zuhri Purwokerto.
2. Dr. H. Suparjo, M.A., as the I Deputy Dean of Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H Saifuddin Zuhri Purwokerto.
3. Prof. Dr. Subur, M.Ag., as the II Deputy Dean of Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H Saifuddin Zuhri Purwokerto.
4. Dr. Sumiarti, M.Ag., as the III Deputy Dean of Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H Saifuddin Zuhri Purwokerto.

5. Dr. Maria Ulpah, M.Si., as the Head of Education Department of Tarbiya and Teacher Training, State Islamic University of Prof. K.H Saifuddin Zuhri Purwokerto.
6. Mufliah, M.Pd., as the Secretary of Education Department of Tarbiya and Teacher Training, State Islamic University of Prof. K.H Saifuddin Zuhri Purwokerto.
7. Desi Wijayanti Ma'rufah, M.Pd., as the Coordinator of English Department, State Islamic University of Prof. K.H Saifuddin Zuhri Purwokerto.
8. Windhariyati Dyah Kusumawanti, M. A, M. Pd. Thank you for being there and guiding me, given the precious help, advice, and patience during the accomplishment process of my thesis. May Allah shower His blessings upon you and your family. Thank you so much.
9. All lecturers of State Islamic University of Prof. K.H Saifuddin Zuhri Purwokerto, thank you for teaching precious knowledge and giving the best experience study.
10. All official staffs of State Islamic University of Prof. K.H Saifuddin Zuhri.
11. The seventh grade students of SMP Negeri 6 Batang. Thank you for become a good team work during I conducted the research.
12. My parents, Tuti Supriyanti and Budi Kuntjoro, and my brother Keanu Rozaq Satriahutama, my big family who have loved me and supported me to finish this thesis.
13. All of my friends of TBI 2016 who have shared memories.
14. All of my roommate and all of my close friends who have supported me to finish this thesis.



## ABSTRACT

### FACTORS OF STUDENTS' ANXIETY IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

*(A Case Study at the Seventh Grade of SMP Negeri 6 Batang)*

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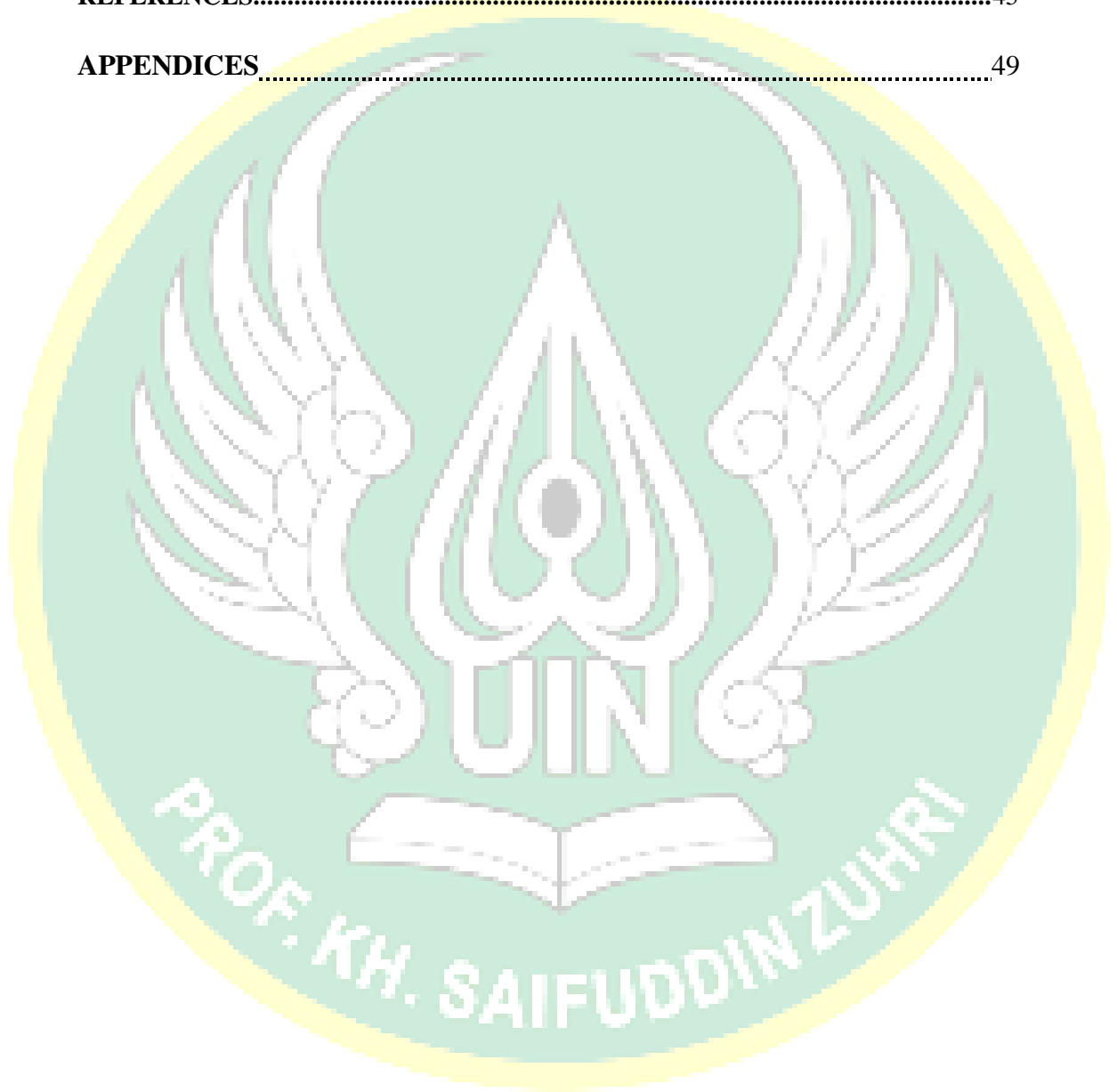
This research was aimed to analyze factors of students' anxiety in learning English as a foreign language at 7th grade of SMP Negeri 6 Batang. Many language learners experienced anxiety when they are learning foreign language. This also happened to students of SMP Negeri 6 Batang when they are learning English. There are some factors and strategies to reduce of the anxiety in learning English. This research was applied a qualitative method. The techniques of data collection were questionnaire and interview. The findings showed that the factors caused anxiety in learning English were: classroom speaking activity, inappropriate ways of teaching, level difficulty of materials, lack of preparation and students beliefs about the language learning. Meanwhile, the strategies which were used by students in reducing their anxiety were: positive thinking, preparation and relaxation.

**Keyword:** *Anxiety, Students Anxiety, Learning English*

## TABLE OF CONTENTS

<b>COVER</b> .....	i
<b>STATEMENT OF ORIGINALITY</b> .....	ii
<b>APPROVAL SHEET</b> .....	iii
<b>OFFICIAL NOTE OF SUPERVISOR</b> .....	iv
<b>MOTTO</b> .....	v
<b>DEDICATION</b> .....	vi
<b>ACKNOWNLEDMENT</b> .....	vii
<b>ABSTRACT</b> .....	ix
<b>TABLE OF CONTENTS</b> .....	x
<b>CHAPTER I INTRODUCTION</b> .....	1
A. Background of The Problem .....	1
B. Operational Definitions.....	4
C. Research Questions.....	6
D. Objectives and Significances of the Research.....	6
E. Previous Study .....	7
F. Structure of the Research .....	8
<b>CHAPTER II LITERATURE REVIEW</b> .....	10
A. Learning English .....	10
B. Anxiety .....	11
C. Anxiety and English Language Learning.....	13
<b>CHAPTER III METHODOLOGY</b> .....	21
A. Research Design .....	21
B. Research Site and Partisipants .....	21
C. Subject and Object of The Research.....	21
D. Data Collection Technique.....	22
E. Data Analysis.....	24
<b>CHAPTER IV FINDINGS AND DISCUSSION</b> .....	27
A. Findings .....	27

B. Discussion .....	38
<b>CHAPTER V CONCLUSION AND SUGGESTIONS .....</b>	<b>43</b>
A. Conclusion .....	43
B. Limitations of Study .....	43
C. Suggestions .....	44
<b>REFERENCES.....</b>	<b>45</b>
<b>APPENDICES.....</b>	<b>49</b>



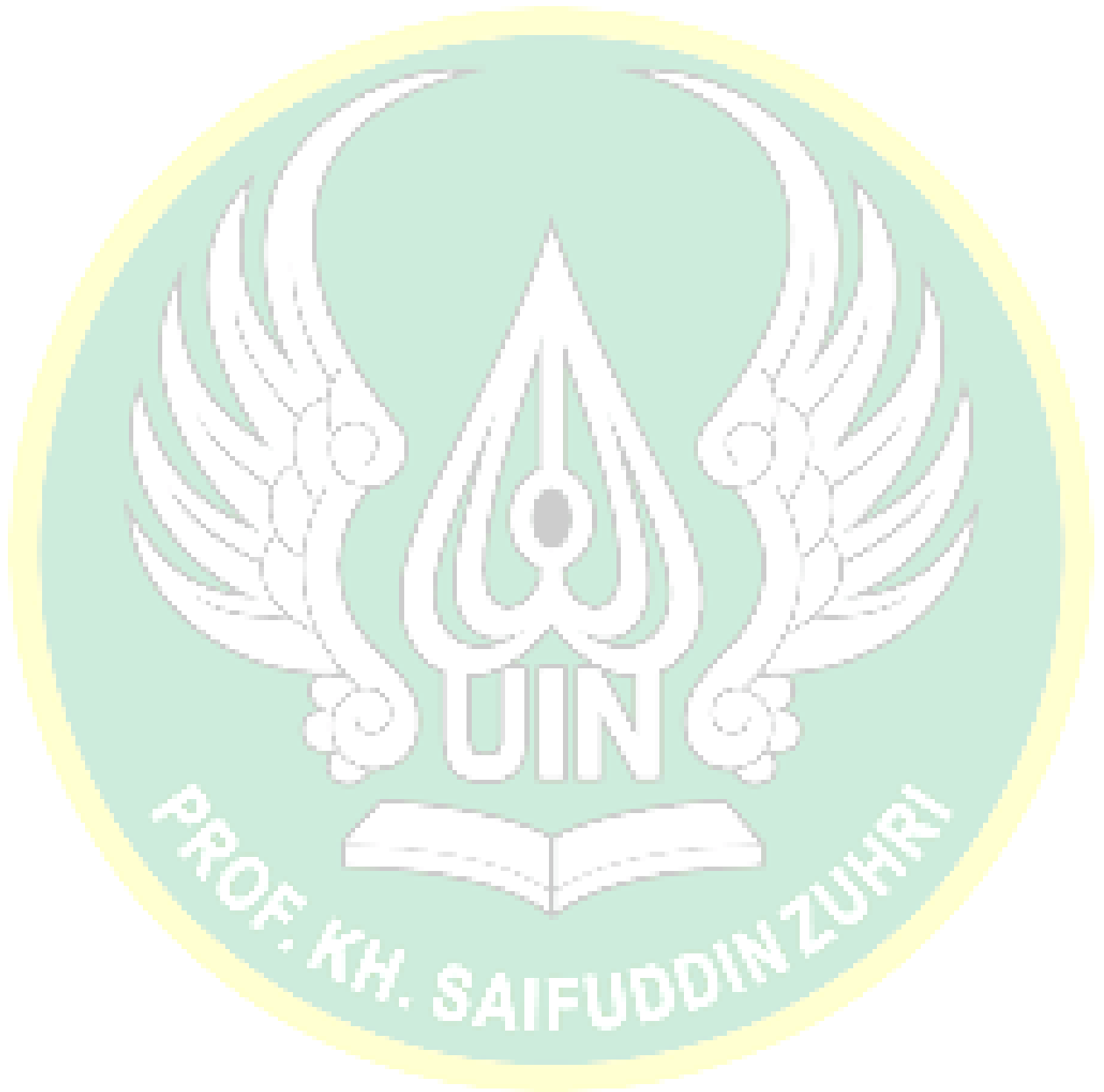
**LIST OF FIGURE**

Figure 2.1 Possible Anxiety Factors Adapted From Horwitz (1986).....18



## LIST OF TABLES

Table 3.1 Blueprint of Components Questioner.....	23
Table 3.2 Response Alternatives of Likert Scale .....	24
Table 3.3 Norms of Categorization.....	25



## APPENDICES

Appendix 1 Turniti Result of The Research

Appendix 2 Certificate of Having Conducted Research

Appendix 3 Certificate of Having Made Class Observation

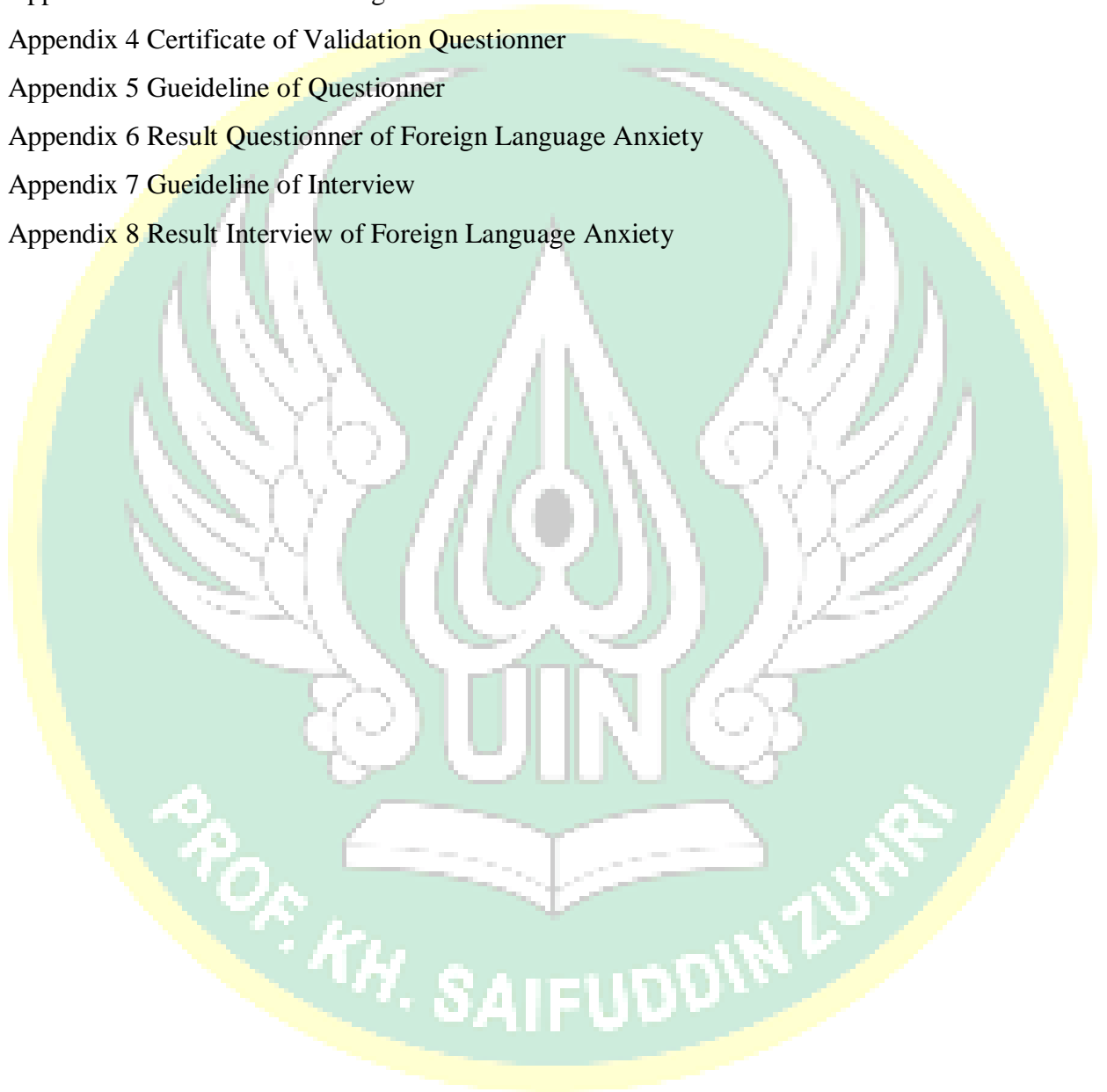
Appendix 4 Certificate of Validation Questionner

Appendix 5 Gueideline of Questionner

Appendix 6 Result Questionner of Foreign Language Anxiety

Appendix 7 Gueideline of Interview

Appendix 8 Result Interview of Foreign Language Anxiety



# CHAPTER I

## INTRODUCTION

### A. Background of The Problem

Learning English is one of the most important lessons a student learns as it is the second language used. In Indonesia English is a foreign language to study. Every individual has different levels of difficulty, including difficulties in communication, understanding grammar, or lack of vocabulary (Nurmayati, 2019). Basically, everyone goes through the same thing when learning English, starting with memorizing vocabulary, understanding grammar and other language structures. The problems above are not actually due to the mistakes of the learner, but could be mistakes in the learning methods that are not interesting or too rigid, which would make them ineffective. Therefore, effective learning activities are needed.

The students undergo anxiety in learning English as a foreign language or not, whereas anxiety makes hindrance in their way of learning English (Sultana, 2015). In case of language learning, anxiety has been defined as a feeling of tension, apprehension and nervousness associated with the situation of the respective language learning (Horwitz, 1986). This indicates that there is a relationship between foreign language anxiety and foreign language skill performance.

They are four main skills in learning the English language, namely reading, listening, writing, and speaking skills (Suryanto & Sari, 2020). English Reading Anxiety is the discomfort students feel when reading English texts. Fear of reading affects student performance in school. The anxiety of reading is essentially based on some kind of anxiety-like as a sense of failure and lack of self-confidence in oneself (Gumarfita & Saputri, 2020).

In listening skills, students get difficulties because they have a shortage of understanding and difficulties in controlling the speed of words when the speakers deliver the message through their pronunciation (Suryanto&Sari, 2020). Language anxiety also affects students' ability to write in a foreign language. Horwitz et al. (1986) said that students with high-level anxiety write shorter compositions, have trouble focusing and understanding information material, have difficulties distinguishing the sounds and design, being forgotten, or sometimes over-studied. The last anxiety of language skill is speaking. Anxiety speaking has a negative effect on the performance of the students. Anxiety has its origins in the absence of trusting in someone saying (Gumarfita&saputri, 2020). This indicates that anxiety in language skill is affects student performance.

Anxiety is a form of individual emotion associated with a sense of being threatened by something, usually an object to threat that is not so clear. Anxiety or anxiety must have been experienced by everyone, what is different is how they respond to the presence of this feeling (Horwitz,1986;Kasmiasi,2020) In general, students who experience anxiety at school when faced with lessons that are considered difficult, the role of language teacher, efforts to get good grades, and meanwhile Anggiyana (2014) lack of preparation when going to take lessons and do not understand what is being studied.

According to Horwitz (1986) in Gumartifa and Saputri (2020) students with high-level anxiety write shorter compositions, have trouble focusing and understanding information material, have difficulties distinguishing the sounds and design, being forgotten, or sometimes over-studied. Many children and adolescents who either have been diagnosed with an anxiety or have high levels of anxiety experience difficulty in the school setting. Students with anxiety or high levels of anxiety have more difficulty learning new material, receive poorer grades, and do not perform as well on standardized and classroom tests.



Just as anxiety prevents some people from performing successfully in mathematics and science, many people find foreign language learning, especially in classroom situations, particularly stressful. Horwitz (2001) in Oteir and Al-Otaibi (2019) assures that most EFL learners suffer from language anxiety in different levels. Every student experiences various anxiety problem in the classroom, whether it's from the materials, the teacher, or from himself. Anxious students will have difficulties in following lessons. They may learn less and also may not be able to demonstrate what they have learned. Even worse, they may experience more failure, which in turn escalates their anxiety.

Based on the preliminary research from the results of the open and closed questionnaires, many students at seventh grade SMP Negeri 6 Batang had anxiety in learning English as a foreign language. Most of the students got nervous, avoid and diminished participation in the classroom. They were anxious and modest to practice with the target language, in this case the target language is English and since they were worried about making mistakes. One of them thought that in case he made a mistake, the teacher would get angry and his peers would ridicule him. So he favored being calm and sit passively. While some of them moreover believed that English was a difficult subject.

The anxiety experienced by the seventh review understudies of SMP Negeri 6 Batang, made the researcher want to investigate the factors

of students anxiety in learning English and students overcome their anxiety in learning English . According to Sundar et.al (2020) in their research it was found that fear of being ridiculed by others, limited vocabulary, fear of mistakes and lack of preparation are factors that contribute to students' anxiety in speaking English. Students' ways to overcome their anxiety were preparation, relaxation, positive thinking, and resurrection. Damayanti and Listiyani (2020) in their research, the findings showed that the students' anxiety in foreign language class was caused by three main factors of anxiety. This problem must be immediately given a solution so that students can decrease anxiety during English learning, and teachers are expected to get things like this.

Based on the description above, the researcher found foreign language anxiety in seventh grade students of SMP Negeri 6 Batang. To understand the factors that influence foreign language anxiety and students overcome their anxiety in learning English. The researcher will conduct a study entitled **“Students Anxiety in Learning English as a Foreign Language (A Case Study at The 7<sup>th</sup> Grade of SMP Negeri 6 Batang)”**.

## **B. Operational Definitions**

### **1. Anxiety**

According to the American Psychiatric Association (2000) anxiety is a natural reaction and a necessary warning response in humans. Meanwhile, Cheng (2009) anxiety responses consist of emotional component, feeling of tension, cognitive component, worry, physiological responses, increased heart rate and blood pressure; and behavioral responses, avoidance of certain situations. Anxiety is especially likely to interfere with such cognitive processes when a task places heavy demands on either working memory or long-term memory—for instance, when a task involves problem solving or creativity. In such situations learners may be so preoccupied with the

possibility of doing poorly that they can't keep their minds on what they need to accomplish (Ashcraft, 2002; Beilock, 2008; K. L. Fletcher & Cassady, 2010; Turner, Thorpe, & Meyer, 1998; Zeidner & Matthews, 2005).

## 2. Foreign Language Anxiety

According to Horwitz (1986) language anxiety with relation to performance evaluation within academic and social contexts, drew parallels between it and three related performance anxieties are communication apprehension (CA), test anxiety, fear of negative evaluation. Meanwhile, Clement (1980) defined foreign language anxiety as a complex construct that deals with learners' psychology in terms of their feelings, self-esteem, and self-confidence. Meanwhile, according to Spielberger (1983) to understand foreign language anxiety in a broader scope, the aspects of anxiety, in general, should be discussed. Psychologically, anxiety has been categorized into three aspects: 1) trait anxiety, 2) state anxiety, and 3) situation-specific anxiety.

## 3. Learning English as a Foreign Language

Learning a foreign language is in all educational levels, Bhowmik in Fandio et.al (2019). According Jayadi in Leni (2013) points out that English as a foreign language is being made as a compulsory subject in secondary schools throughout Indonesia in 1945 soon after the Indonesian Independence Day, August 17, 1945. Learning a foreign language is a general expression used to refer to the appropriation of a language apart from the mother language, and this learning can be generated in different contexts, including two in particular: the first one, in which the language is socially dominant, and the second one, in which the foreign language is not widely used in the students immediate social surrounding Lin in Fandio et.al (2019).

### **C. Research Questions**

1. What factors can contribute to students anxiety in learning English as a foreign language at the seventh grade of SMP Negeri 6 Batang?
2. How do the students overcome their anxiety in learning English as a foreign language at the seventh grade of SMP Negeri 6 Batang?

### **D. Objectives and Significances of the Research**

#### 1. Objectives of the Research

- a. To examine the factors can contribute to students anxiety in learning English as a foreign language at the seventh Grade of SMP Negeri 6 Batang.
- b. To investigate how the students overcome their anxiety in learning English as a foreign language at the seventh grade of SMP Negeri 6 Batang.

#### 2. Significances of the Research

##### a. Theoretical Significances

The point of this study is expected to be input in the learning process and practice. Especially for knowing the students anxiety in learning English as a foreign language in the seventh grade of SMP Negeri 6 Batang . Provide additional information and knowledge to the readers.

##### b. Practical Significances

###### 1) For students

For the students as the subjects of the research, it was expected that the students would take the advantages of the research. They could learn how to reduce their anxiety in learning English as a foreign language.

###### 2) For English teacher

The result of the study can give some suggestions for classroom interaction and will help them understand students anxiety in learning English as a foreign language for English class of seventh grade in SMP Negeri 6 Batang.

3) For others

The researcher hope this research gives some information and will be useful as reference to other researcher in students anxiety in learning English as a foreign language at the seventh grade of SMP Negeri 6 Batang and it can give contribution to society.

#### **E. Previous Study**

Based on the several kinds of research related to this research, the researcher presents several previous studies that have a correlation to this research.

First, a thesis entitled Students' Anxiety in Learning English at Eighth Grade of SMPN 2 Batanghari by Robby Dwi Septiawadi (130563) from UIN Sulthan Thaha Saifuddin Jambi. This study aimed to find out the difficulties faced by students learning English (Robby, 2019). The similarity of this research is conducted by applying qualitative research and the techniques of collecting data are observation, interview, and the technique of analyzing data is descriptive. The differences between the previous studies are this research uses the eighth grade junior high school student. Meanwhile, the researcher used the seventh grade junior high school student as the object of the research. The result of this study is that there are two kinds of anxiety were experienced by the students in learning English at the Eighth Grade of SMPN 2 Batanghari: state anxiety and trait anxiety.

Second, a thesis entitled Students' Anxiety in Learning English (a case study at the 8th Grade of SMPN South Tangerang) by Anggiyana Musthachim (109014000115) from UIN Syarif Hidayatullah Jakarta. This study aimed to know the problems and causes in learning English

(Anggiyana, 2014). The similarity in this research is conducted by the aim and using qualitative methods. The difference between the previous studies is this research uses the eighth grade junior high school student. Meanwhile, the researcher used the seventh grade junior high school student as the object of the research. The result of the study showed there are six factors that contribute to the students' anxiety in learning english: lack of preparation, teacher personality, speaking in front of class, incomprehensible input, being laughed at by others, and students' beliefs about language learning.

Third, a Thesis entitled Students' Perspective on Anxiety in Learning English by Putri Tsulutsiyah (17203163039) from IAIN Tulungagung. This study aimed to analyze students' perception of anxiety in learning English as foreign language (Putri, 2020). The similarity in this research is discussed about students' perspective and used qualitative methods. The difference between the previous study and the current study is the object of the research. The object of the previous study is the students of psychology department IAIN Tulungagung. Meanwhile, the researcher used the seventh grade junior high school student as the object of the research. The findings showed that the five factors causing anxiety in learning English were: the sensitivity of anxiety, over self-prediction toward fear, irrational faith, over-sensitivity toward threat, wrong attribute body signal. Meanwhile, the strategies which were used by students in reducing their anxiety were: positive thinking, preparation, peer seeking, resignation relaxation.

#### **F. Structure of the Research**

To make a systematic research, it is necessary to classify the structure of this research. The structure of this research is explained as follow:

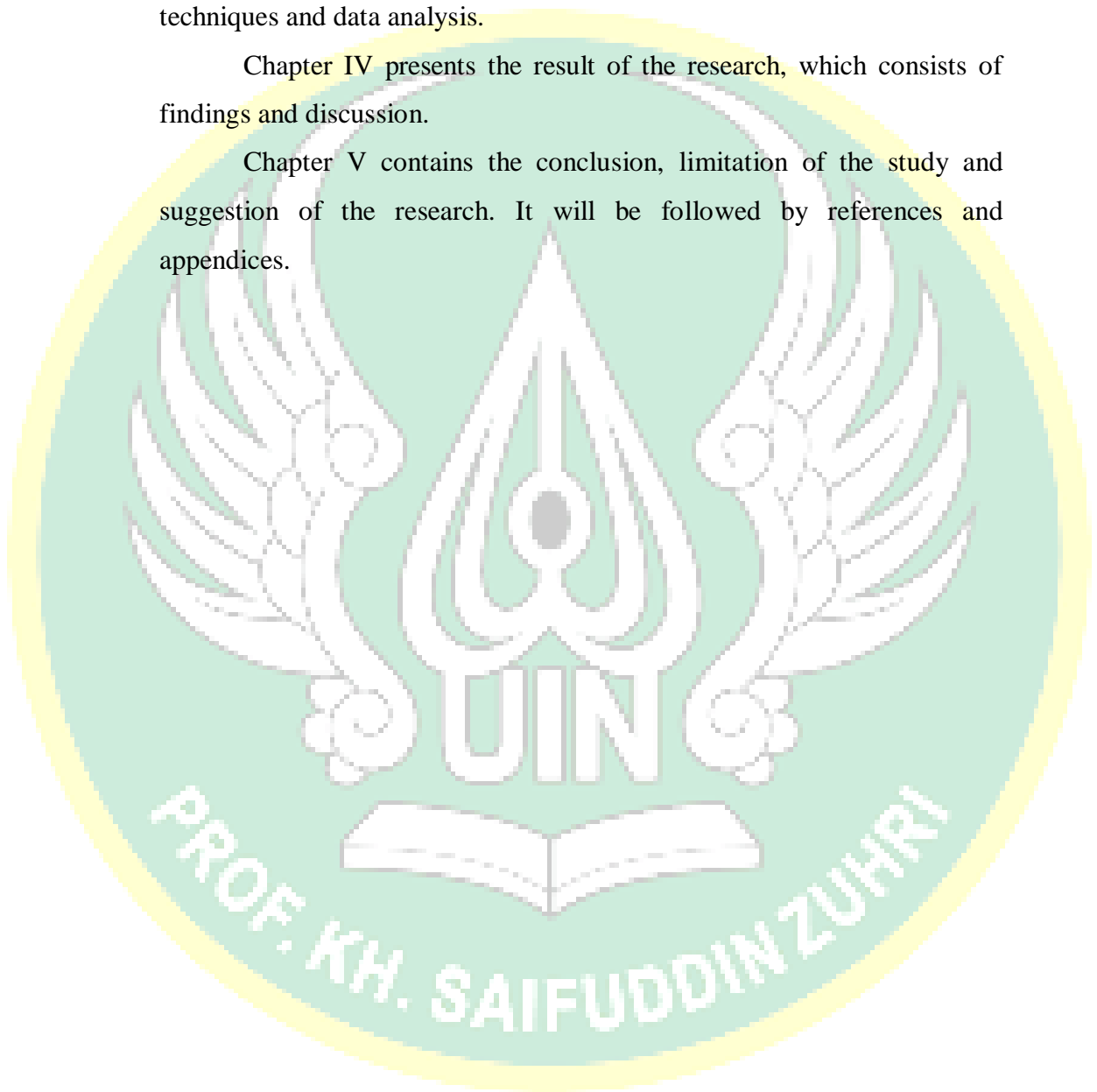
Chapter I contains an introduction, which consists of the background of the study, clarification of key terms, research questions, aim and significances of the study and organization of the paper.

Chapter II contains the literature review which consists of theoretical framework and previous studies.

Chapter III contains the research methodology. This chapter consists of research design, research site and participants, data collection techniques and data analysis.

Chapter IV presents the result of the research, which consists of findings and discussion.

Chapter V contains the conclusion, limitation of the study and suggestion of the research. It will be followed by references and appendices.



## CHAPTER II

### LITERATURE REVIEW

#### A. Learning English

English is a language that needs to be mastered so that competitiveness between educators can increase. This is the reason that English is one of the mandatory subjects in the Indonesian Education curriculum program. Subjects in English are considered to be able to help educational needs which become provisions for students to master English which is also an international language. According to Chapelle (2003) in her book entitled English language learning and technology, writes that the internet is one of the language contact search sites because various languages originating from all over the world provide comments on web pages with various mixed languages.

The current context of English in EFL is now increasingly developing around the world (Akbari, 2015). English is known as a compulsory subject taught at the elementary, junior high, and high school levels. According to Sander (2016), one of the possible crisis literacy areas in EFL classes can be applied to grammar. Mahu (2012) says that learning English as a foreign language will broaden our understanding such as appreciating the culture and context of a country. When understanding a person's culture and learning the language, we can communicate well without any misunderstanding. It can also increase our knowledge that by learning English and studying someone's culture, we can see our own culture from another perspective.

When studying English, of course as a student, he has experienced an obstacle in learning, where the obstacle can cause student learning outcomes to be less than optimal. And this is not only experienced by students but also happens to anyone who wants to learn English. In the process of learning English, students must master four skills, namely



listening, speaking, reading, and writing. Learning English can develop life skills where the benefits are very real on cognitive development, such as creativity, problem-solving, and reasoning (Mahu, 2012). In addition, we can adapt and communicate to new situations and people.

## **B. Anxiety**

Anxiety is a normal condition where a person has fear and worry about certain things that are not certain to happen. This condition is experienced by every individual. Feeling tense even for trivial things, feeling restless and unable to calm down. Then it can lead disturb of concentration, restlessness, and easily tired. According to Woolfolk (2017), anxiety can be both a cause and an effect of school failure—students do poorly because they are anxious, and their poor performance increases their anxiety, creating a vicious cycle for the learner.

### **1. The nature of anxiety**

Anxiety is one of the most common psychological problems. In general, anxiety arises from the human body in response to certain circumstances. It can be identified as feeling worried, reserless, tense or restless. In 1997 Thomas Huberty in Encyclopedia of Educational Psychology (2008) defined anxiety as a unique emotional state characterized by feelings of distress and tension about real or anticipated threats that may manifest in behavioral, cognitive, or physiological patterns. Common behavioral symptoms are insecurity, discomfort, difficulty sitting calm, and everything that triggers anxiety. Cognitive symptoms of anxiety include concentration difficulties, worries, and attention problems. Ultimately, anxiety even includes physiological symptoms, such as headaches, stomachache, sweating, trembling, feeling weak or tired, and breathing rapidly.

Anxiety can be viewed in both negative and positive sight. Furthermore its negative and positive side, anxiety can be viewed

as a normal indicator of development. During the normal of development, anxiety can have an impact on individuals, as it can interfere with their learning and social and emotional development. Students who either have been diagnosed with anxiety experience difficulty in the school setting. Many children and adolescents with anxiety have more difficulty with new materials, do not perform as well on standardized and classroom tests, and receive poorer grades.

#### 1. Types of anxiety

There are different types of anxiety. According to Speilberger in Oteir & Al-Otaibi (2019) anxiety has been categorized into three aspects: trait anxiety, state anxiety, and situation- specific anxiety:

##### a. Trait anxiety

It is a general personality trait, when someone is more worried and anxious than others. This matters due to individual differences in a person's tendency to perceive various threatening situations and respond to them with anxious reactions. A person will tend to respond to situations with a stronger anxious reaction. A person feels that every situation is an anxiety attack and responds with a higher level or degree of anxiety large, so a person will be "always anxious."

##### b. State anxiety

The state perspective is defined as an emotional state. Anxiety is a temporary emotional change that a person experiences when faced with a threatening situation. Meanwhile, Oteir & Al-Otaibi (2019) The state anxiety affects the emotions, cognition, and behaviors of a person. This state of anxiety occurs according to the situation, intensity and can

change over time and is triggered by an obvious stimulus, such as when a person feels temporarily.

c. **Situation-specific anxiety**

The situation-specific perspective occurs at a particular point of time as a result of a specific situation. Meanwhile, Oteir & Al-Otaibi (2019) In certain situations which situation differs from another, but is consistent over time. Anxiety is a common psychological reaction which develops across multiple situations. For example, situational anxiety is math anxiety and language anxiety. The most well-known is complaints of students from time to time, along the lines of lessons that are considered difficult, the role of language teacher, efforts to get good grades, lack of preparation when going to take lessons and not understanding what is being studied.

**C. Anxiety and English Language Learning**

English is the global language, the headline of society about the importance of learning English. English is the medium of a good deal of the world's knowledge, most in such areas as science and technology. The need for a global language is particularly appreciated by the business communities, and international academics, and both in broad rooms and lecture rooms. As well as millions of individual contacts being made daily all over the globe.

1. **Foreign Language Anxiety**

On the basis of observations of foreign language learners, Horwitz (1986) language anxiety with relation to performance evaluation within academic and social contexts, drew parallels between it and three related performance anxieties are communication apprehension (CA), test anxiety, fear of negative

evaluation. The triggers for communication apprehension (CA) in cause of student anxiety are quietness and shyness. The feeling of shyness is different from situation to situation and from one individual to another individual. Another source of anxiety is related to a test. In learning a foreign language (FL), a learner may experience test anxiety that prevents her or his performance. Fear of negative evaluation is developed from the feelings of apprehension related to another evaluation, refraining from the situations, and false perception.

However, Gumartifa & Saputri (2020) language learning anxiety is used for measuring students different aspects that caused anxiety which consists of communication anxiety, fear of negative social assessment, test anxiety, anxiety of English subject, and classroom learning anxiety. Learner who manages these things well will reduce foreign language anxiety (FLA) and learners who are low to deal with it will cause anxiety depending on how responsive they are to all of them. Based on the description above, it can be seen that anxiety in a foreign language is a feeling, stress, and lack of self-confidence while learning foreign language and using language skills.

## 2. Anxiety of Language skills

Many students often complain about being anxious while learning a foreign language. The students undergo anxiety in learning English as a foreign language or not, whereas anxiety makes hindrance in their way of learning English (Sultana et al.; 2015). In case of language learning, anxiety has been defined as a feeling of tension, apprehension and nervousness associated with the situation of the respective language learning (Horwitz et al., 1986). This indicates that there is a the relationship between foreign language anxiety and foreign language skill performance.

They are four main skills in learning the English language, namely reading, listening, writing, and speaking skills (Suryanto and Sari, 2020). English Reading Anxiety is the discomfort students feel when reading English texts. Fear of reading affects student performance in school. The anxiety of reading is essentially based on some kind of anxiety-like as a sense of failure and lack of self-confidence in oneself (Gumarfita and saputri, 2020). Recent studies reported a negative linguistic correlation Anxiety and a success in reading (Zarei, 2014).

In listening skills, students get difficulties because they have a shortage of understanding and difficulties in controlling the speed of words when the speakers deliver the message through their pronunciation (Suryanto and Sari, 2020). The principle of anxiety at listening to a foreign language is connected to general anxiety in a foreign language (Gumarfita and saputri, 2020). Thus, learners' anxiety about listening to foreign languages is one of the essential aspects influencing their strengths and limitations in learning the foreign language.

Language anxiety affects students' ability to write in a foreign language. The anxiety of reading is having an impact on the writing performance of the students (Gumarfita and saputri, 2020). Meanwhile Horwitz et al. (1986) said that students with high-level anxiety write shorter compositions, have trouble focusing and understanding information material, have difficulties distinguishing the sounds and design, being forgotten, or sometimes over-studied. Writing anxiety is considered an obstacle to enhancing English learning and its effectiveness.

The last anxiety of language skill is speaking. Anxiety speaking has a negative effect on the performance of the students. Anxiety has its origins in the absence of trusting in someone saying (Gumarfita and saputri, 2020). Horwitz et al. (1986) found

that in counselling sessions at the Learning Skills Centre at the University of Texas students said that they had most problems in speaking, with difficulty in speaking in class being probably the most frequently cited concern of the anxious foreign language students. Besides, classroom activities and the learning or teaching environment appear to directly affect students' anxiety and their performance in speaking.

### 3. Impact of Foreign Language Anxiety

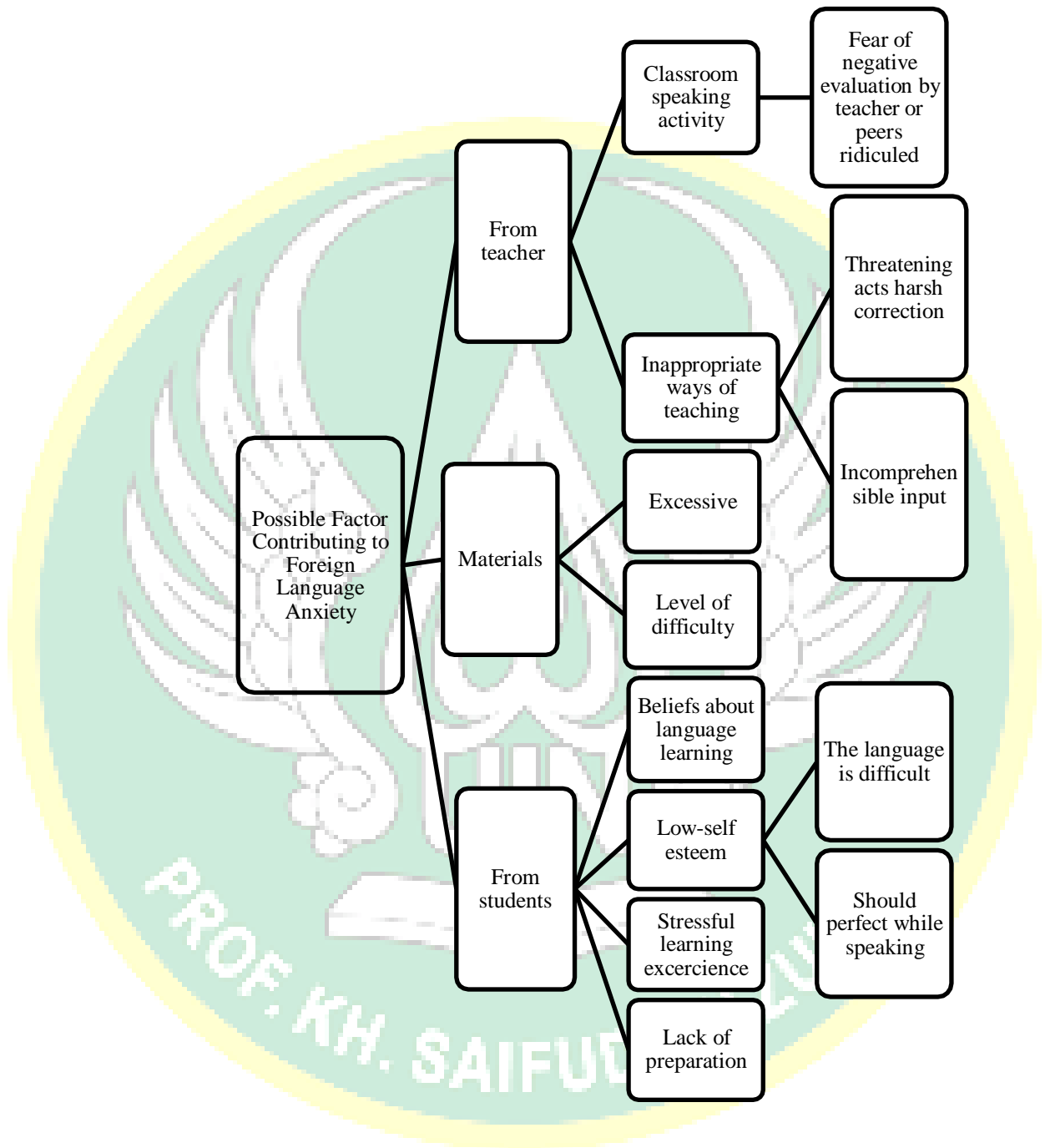
Anxiety is a form of individual emotion related to a sense of being threatened by something, usually with a threat object that is not so clear. Anxiety with a reasonable intensity can be considered to have a positive value as motivation. If the intensity is very strong and negative, it will actually cause harm and can interfere with the physical and psychological state of the individual concerned.

Anxiety can generate student motivation to achieve learning targets or learning outcomes. However, on the other hand, excessive anxiety or high levels of anxiety will certainly interfere with the learning process which is worrying about the achievement itself. According to Horwitz in Indonesian Journal of English Language Teaching and Applied Linguistic (2018), language anxiety negative effect on students achievement was also observable across different target languages and at different instructional levels. Furthermore Khodaday & Khajavy (2013), the influence of language anxiety could interfere students progress in mastering importance language skills leading to affecting their motivation in taking the class. Based on the statement about foreign language anxiety, it shows that foreign language anxiety has a negative impact on students.

#### 4. Factor Contributing to Foreign Language Anxiety

Anxiety can come from a variety of sides. According to Horwitz in Anggiyana (2014), this is some possible factor contributing to foreign language anxiety (FLA): from a teacher, materials, and from students.





**Figure 2.1** Possible anxiety factors adapted from Horwitz (1986)



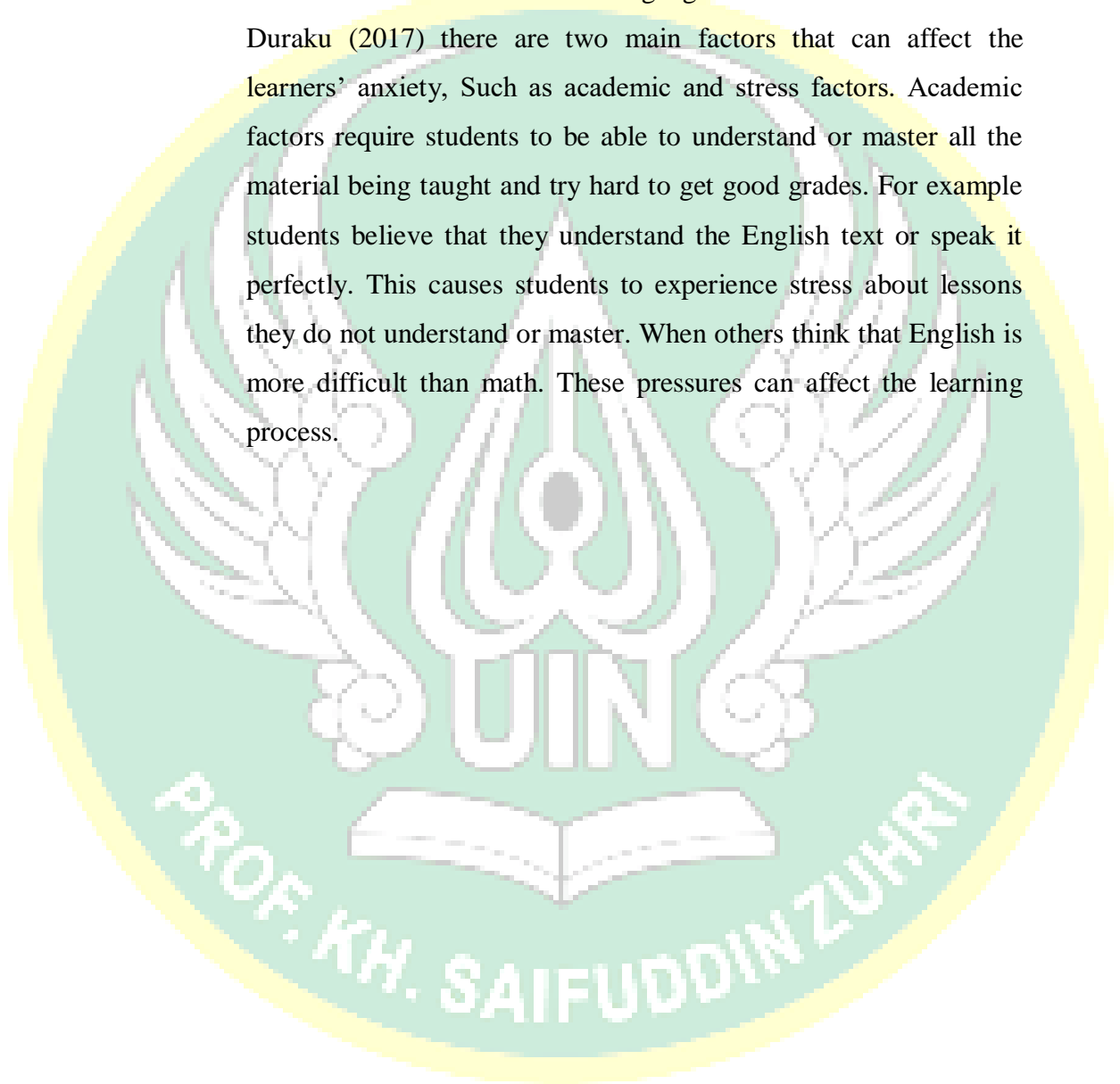
Students anxiety in learning English as a foreign language is mostly caused by the environment or classroom to learn the foreign language. Therefore, the classroom environment as a source of anxiety in learning a foreign language consists of three perspectives, namely the role of teachers, materials, and students themselves.

First, the teacher's role affects the level of learning anxiety foreign language. Inappropriate ways of teaching can cause students to feel bored, bored and not paying attention to what is being taught. Not only that, students also feel afraid to speak in front of the class due to lack of confidence. Teachers are expected to be able to build a good classroom atmosphere to provide comfort to students.

Second, about the materials of English lesson. Excessive subject matter and the level of difficulty faced by students considering that previously there were no English lessons in elementary schools. students have difficulty understanding the material presented because they are weak in English vocabulary and lack preparation before the lesson begins. This is an obstacle that students often complain about.

Third, is the students themselves. students themselves have their own beliefs about language learning. The low level of self-confidence causes students to have difficulty accepting lessons and are afraid to speak. when appointed to speak in front of the class, in their minds they are required to be perfect in speaking. Lack of preparation is also included in the factors that influence the anxiety of learning English. These things affect a stressful learning experience and can take place continuously if not given a way out to reduce anxiety in learning English as a foreign language. Based on the explanation above, Horwitz explained that there are three factors that cause foreign language anxiety.

In addition to the above factors, sometimes anxiety also comes from the students. One of them is belief about language learning. Some students find language difficult because they are conditioned to believe that language is difficult. Meanwhile Duraku (2017) there are two main factors that can affect the learners' anxiety, Such as academic and stress factors. Academic factors require students to be able to understand or master all the material being taught and try hard to get good grades. For example students believe that they understand the English text or speak it perfectly. This causes students to experience stress about lessons they do not understand or master. When others think that English is more difficult than math. These pressures can affect the learning process.



## **CHAPTER III**

### **METHODOLOGY**

#### **A. Research Design**

Based on the title “Students Anxiety in Learning English as Foreign Language (A Case Study at the seventh grade of SMPN 6 Batang)”, the researcher will use a qualitative design with case study. A qualitative design with a case study aimed to describe a phenomenon accurately. Qualitative researcher are concerned with the perspective to explore the ideas and perceptions of the students. In this research, the reasearcher described students anxiety in learning English as a foreign language at seventh grade SMP Negeri 6 Batang.

#### **B. Research Site and Partisipants**

This research is located at SMP Negeri 6 Batang, Batang, Central Java. The reason to take the study on this school is that this school is one of the favorite shools that are of great interest to the student. The subject of this study will be the seventh grade of SMP Negeri 6 Batang in the second semester of the 2021/2022. To determine the participants of this study, the writer used a purposive sampling in order to help the writer understand the phenomenon being studied. The seventh grade was chosen as a partisipants based on the school was could only conduct research on one class and at that time only Class 7B was eligible to participate.

#### **C. Subject and Object of The Research**

##### **1. Subject of the research**

The subjects of the research in this research are 10 students of grade 7B especially students high level anxiety in seventh grade of SMP Negeri 6 Batang of the academic year 2021/2022.

## 2. Object of the Research

The Object of the research is the students' anxiety in learning English as a foreign language at the SMP Negeri 6 Batang.

### **D. Data Collection Technique**

#### 1. Questionnaire

According to Sidiq & Choiri (2019) Primary data collection requires an instrument. Moreover questionnaire is a method of collecting data which is done by how to use questions that will be answered by students. Students will answer questions or statements by choosing one of the various answers that have been provided.

This study used a closed questionnaire and the items of the questionnaire were the modified items developed by Horwitz. This Foreign Language Classroom Anxiety Scale (FLCAS) used 33 questions with answer selections for questions from 1- 5 in each item. The 5-point Likert scale begins from "Strongly Agree" (SA), "Agree" (A), "Neither agree nor disagree" (N), "Disagree" (D), and "Strongly Disagree" (SD). The following items are used in this study items with the symbol (✓). This sort of questionnaire is suitable to the students' language learning setting in relation to the word "foreign language" used within the Foreign Language Classroom Anxiety Scale (FLCAS). Subsequently, in case the focuses are included up by including each answer point of each statement. The higher the entire score, the more anxious the students is.

According to Ganschow & Sparks in Channa (2014) his instrument has 33 question items which ask respondents to respond to situations specific to foreign language learning anxiety and reflect the three components of foreign language anxiety: communication apprehension, test anxiety, and fear of negative evaluation. The questionnaire was adapted, there were minor modifications and translated according to the respondent. The spread of the items can be seen in the table below:

**Table 3.1 Blueprint of Components Questionner**

Variabel	Domains	No. Item		Total
		(+)	(-)	
Foreign Language	Communication Apprehension	1, 4, 9, 15, 24, 27, 29, 30	14, 18, 32	11 item
Classroom Anxiety	Test Anxiety	3, 6, 10, 12, 16, 17, 20, 21, 25, 26	5, 8, 11, 22, 28	15 item
	Fear of Negative Evaluation	7, 13, 19, 23, 31, 33	2	7 item
Total		24 item	9 item	33 item

## 2. Interview

Another data collection technique is an interview. Interview, according Esterberg in Sugiyono (2015) interview is a meeting between two persons to exchange information and ideas through question and responses, resulting in communication and joint construction of meaning about a particular topic. Interviews are used as a data collection technique because researchers want to know things from respondents more deeply. According to Bungin in Kasmiati (2021) In-depth interview is a process to obtain information for the purpose of research by face to face questioning between the interviewer and informant or interviewer, with or without the use of an interview guide.

In this study, researcher used semi structured interviews, this type of interview is included in-depth interview category. Where its implementation is more free. The purpose of this interview is to find problems more openly from the interviews. In conducting this interview, the researcher listens carefully and writing. The interview guide was adapted from Price in Anggiyana (2014) and translated to suit the respondents.

### E. Data Analysis

The researcher was collecting information from the student anxiety in learning English as a foreign language at the seventh grade SMPN 6 Batang, specifically anxiety in learning English as foreign language. According to Juwitawati and Pratiwi (2018) Foreign Language Classroom Anxiety Scale (FLCAS) consist of positive and negative statement. 24 of the items are positively worded, and 9 of the items are negatively worded. Since the item 2, 5, 8, 11, 14, 18, 22, 28, 32 are negative, the score will be reversely computed. The data were calculated manually with the range of score started from 33 to 165. The most of the students who answered strongly agree in negative statement it means the students are relaxed, while if a little of students answered strongly agree in positive statement it means the students are anxious. The Likert's scoring scale table to measure students anxiety level using Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, et al in Juwitawati and Pratiwi (2018) is appered in below:

**Table 3.2 Response Alternatives of Likert Scale**

Steatment	Scoring				
	Stongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Positive	1	2	3	4	5
Negative	5	4	3	2	1

As for the categorization of the anxiety level, the research used and adapted Oetting's scale in Kasmiasi (2021).

**Table 3.3 Norms of Categorization**

<b>Range</b>	<b>Level</b>
124-165	Very Anxious
108-123	Anxious
87-107	Mildly Anxious
66-86	Relaxed
33-65	Very Relaxed

The process of data analysis fell into three major phases following the framework of qualitative analysis developed by Miles and Huberman in Putri (2020): data reduction, data display, and conclusion drawing.

#### 1. Data reduction

Based on Sugiyono (2017) Reducing data means summarizing, choosing the main things, focusing on the things that are important, looking for themes and patterns and removing unnecessary ones. Data reduction belongs to the filtering and concentrating process, complicating, extracting and converting data that occurs in written field reports or transcripts. In this study, the steps of analyzing the data were collecting data through questionnaires and interviews, summarizing, selecting the main points and focusing on the important things. In other words, irrelevant data will be discarded, while related data will be included. Beside, the researcher put code on each meaningful unit based on the list of codes. Then the researcher examined all the relevant data sources for description and topic which will used for the research findings.

## 2. Data Display

Data display the organization of information, compressed combination, allowing conclusions and actions to be taken. In accordance with Miles and Huberman in Sugiyono (2017) the most frequent form of display data of qualitative research data in the past has been narrative text. In order to show researchers simply the process of displaying data in the form of words, sentences and narratives. The collected data is mastered as the basis for drawing appropriate conclusions. After the students collected and reduced the data related to anxiety based on their opinions, the researchers showed the The collected data in the definition of the form.

## 3. Conclusion Drawing

The third step in qualitative data analysis according to Miles and Huberman in Sugiyono (2017) is drawing conclusions and verification. Reaching conclusions is the process of mapping the content of data collected in a decent presentation. The conclusions drawn can start from the temporary conclusions that need to be completed. verification means testing the validity of the temporary conclusion. In this research, the temporary conclusion becomes the conclusion because it is supported by adequate data in the field. The researcher came to the final conclusion as an answer to the research question.



## CHAPTER IV

### FINDINGS AND DISCUSSION

This part of the writing will elaborate the findings and discussion. This research investigate the *students' anxiety in learning English as aforeign language (a case study at the seventh grade of SMP Negeri 6 Batang)*. The data of this research was obtained by questionnaires and interview with ten students as the research subject for grade 7B students, especially they experienced anxiety in learning English as a foreign language. This chapter was divided into a few explanations as below.

#### A. Research Findings

In this chapter, the researcher describes the findings are the result of two research questions being answered. The first research question is about factors that can contribute to students anxiety in learning English as a foreign language at the seventh grade of SMP Negeri 6 Batang, and the second research questions is how do the students overcome their anxiety in learning English as a foreign language at the seventh grade of SMP Negeri 6 Batang.

##### 1. Finding on the factors contribute to students anxiety in learning English as a foreign language.

This section presents the research findings based to the first research question, the factors that can contribute to students anxiety in learning English as a foreign language at the seventh grade of SMP Negeri 6 Batang. This research was obtained by questionnaires and interview. Based on the result of the questionnaires were the modified items developed by Horwtiz and In-depth interview in the form of narratives. There are some factors contributing to students anxiety in learning English as a foreign language, as adapted from Horwtiz below:

**a. Factors in teacher's role.**

1) Classroom speaking activity

The most of the students responded that they were very worried about having to speak in front of the class. They often answered that they started to worry and panic when their teacher asked them to practice their speaking in front of the class. While the other said that they started to fear when have to speak English. Many also commented that they get panic when suddenly teacher asked them a question. Students feel jittery when they come forward in front of the class without proper preparation.

**Excerpt of interview 1**

Student 1: “ ....when came to the front of the class sometimes confused and panic ....”

**Excerpt of interview 2**

Student 2 : “I am afraid of being wrong when answering questions in front of the class...”

A statement “I get nervous and confused when I am speaking in my language class” get highest score A (Agree). It means that the students feel panic and confused when they did not know how to respond the conversation. The second is in the statement of “I tremble when I know that I'm going to be called on in language class”, it was about 6 students answer. It means that the students feel jittery when called to come forward of the class. They have low vocabulary and they did not know how to pronounce it properly. The students are afraid if the teacher gets angry because they did not understand the teacher instruction. This is happen because the student worried about making mistakes.

**Excerpt of interview 3**

Student 3 : “I will feel afraid of being laughed at by

*other students when I make mistakes”.*

#### **Excerpt of interview 4**

Student 4 : *“If I make a mistake when speaking in front of the class, my classmate laughs at me”.*

The data above show that the problem student make mistakes and will get laugh by other students. There was a lack of awareness from the teachers related to student reaction as the audience. The teachers just gave simple command to warn the students which only made students quiet for a moment. Meanwhile, the character of the students in the class was mostly disobedient. When the teacher was paying attention to the students who were presenting the dialogue in front of the class, they made some noise.

#### **Excerpt of interview 5**

Student 8:” *My classmate laughs at me when I making mistake in front of the class but also afraid of teachers assumption”.*

Based on the interview above, the student was not only afraid of being laughed at by her friends because of mistakes she made but also afraid of teachers assumption. She thought that if she made mistakes, the teacher would give a bad mark and judge that she does not have sufficient ability to speak in English. The kind of thought impeded students to develop their language proficiency. They could not speak freely while having speaking performance because they were afraid of the bad mark and others judgment.

According to questionnaire it can be seen there were 8 students choose the statement “I do not worry about making mistakes in language class”. Which has been modified to become “*Saya khawatir membuat kesalahan di pelajaran Bahasa Inggris*”. It explained that the students feel worried

about making mistakes in learning English as a foreign language.

#### **Excerpt of interview 6**

Student 9: " *When I spoke in front of the class, I was sweating and my heart was beat fast*"

Student explained that she was fear in a certain. She felt the unusual reaction when she was in front of many situation. He would sweat and his heart would beat fast. Meanwhile, a statement "I never feel quite sure of myself when I am speaking in my foreign language class", it was about 7 students answer neither. It proves that the students feel doubtful in self-confidence about speaking the foreign language in front of other students.

The students responded that they were very concerned about having to speak in front of the class. They frequently answered that they started to worry when their teacher asked them to practice their speaking in front of the class. While the other said that they started to panic when have to speak English. Many also commented that they get anxious when suddenly teacher asked them a question.

#### **2) Inappropriate ways of teaching**

According to the students, unclear explanation may also contribute to their anxiety in learning English as foreign language. The interview showed that most of the students got so bothered when they do not understand a lesson. They told that they started to feel annoyed when they did not understand what teacher said.

#### **Excerpt of interview 7**

Student 1: " *Because the teacher couldn't get me to understand, I was irritated with her.....*"

According to the interview up top, teachers are extremely dependent on their students. A student's primary source of learning is the teacher. Students will become irritated with the teacher if they cannot effectively teach.

#### **Excerpt of interview 8**

Student 6: *"I do not understand what the teacher is saying."*

On the basis of the result of questionnaires, it can be seen that the highest score of A (Agree) is in the statement of "it frightens me when I do not understand what the teacher is saying in the foreign language". There were 7 students' answers agree. It means that the students are afraid if the teacher gets angry because they did not understand the teacher's instruction. Anxious students fear they will not understand. The students believe that in order to have any chance of comprehending the target language message, they have to understand every word that is spoken.

#### **Excerpt of interview 9**

Student 10: *"Sometimes the teacher is not clear when teaching, the teacher spoke too much fast."*

Student complained that the teacher spoke too much fast. In addition, other also felt that the English class moved so quickly. Several other participants reported that they often feel intimidated when the teacher only uses English when giving a lesson.

#### **Excerpt of interview 10**

Student 2: *".....I sometimes find lessons boring since the teacher will not joke around"*

When the teacher could not lighten the tone, some student said they became bored. To increase his comfort level,

he desired teachers that could use enjoyable teaching techniques. The students believed that jokes or icebreakers by teachers could help them feel less anxious.

Classroom ambiance is improved by teachers who take initiative and are creative. Become a part of what creates the routine and boring environment in the classroom. However, in teaching English to young learners needs good teaching skills, creativity, thorough preparation and patience. Teachers must have all these attributes in order to make young learners keep motivated.

#### **Excerpt of interview 11**

Student 3: *“The teacher is not really friendly, so sometimes I am reluctant to learn English. So I do not really like English”.*

The teacher have to build up a friendly through their choice of activities and through encouragement. Moreover, teachers ask numerous questions to create a productive classroom atmosphere and increase students.

#### **Excerpt of interview 12**

Student 10: *“The teacher sometimes pisses me off by making false accusations. Immediately I got annoyed and bad mood”.*

It means the student upset when they do nothing. That made students afraid during teaching learning process even it can make them losing their mood to learn more. The manner teachers corrected students when they erred also needs to be taken seriously.

**b. Factors in materials.**

1) Level of difficulty

When they started junior high school, they had just started learning English. Consequently, many of them found it challenging to comprehend the information.

**Excerpt of interview 13**

Student 4 : *“The material taught is difficult and full in English. It makes me anxious because of the report scores from assignments and exams”*.

**Excerpt of interview 14**

Student 6: *“It was the first time learning English and immediately the material was full English. At first I was shocked when I entered junior high school, I was afraid to get bad scores”*.

**Excerpt of interview 15**

Student 7: *“the difficulty is that there are too many to memorize .....”*

**Excerpt of interview 16**

Student 8: *“A lot of material, vocabulary that must be memorized. So everything can't be all obstacles..... ”*.

It proves that the students did not understand during learning English as foreign language. They feel confused with all material that has been taught. Moreover, they worried about getting left behind during lesson.

The highest score in Agree (A) was 8 students choose the statement of “I do not understand why people get so upset over foreign language classes”. This has been modified to become *saya mengerti mengapa beberapa orang begitu kesal*

*dengan Bahasa Inggris*. It means that the students know why some people so hard to learning English as foreign language. The second was in statement of “I often feel like not going to my language class”. It proves that the students do not understand during learning English as foreign language. and the third was in statement of “The more I study for a language test, the more confused I get”. It means that the students feel confused with all the materials that has been taught.

Besides, the second highest score in the statement of “I feel overwhelmed by the number of rules you have to learn to speak a foreign language”, it was about 5 students answer agree. It means tha the students feel difficult when learning English as foreign language.

**c. Factors in students.**

1) Lack of preparation

The findings indicated that lack of preparation was also factors that contribute to the students anxiety in learning English as foreign language. The students admitted that they usually got anxious when they did not prepare enough. One student blamed herself get so much worry because she was studied enough.

**Excerpt of interview 17**

Student 3: *“Lack of preparation, lack of study, lack of reading books and lazy to study”.*

**Excerpt of interview 18**

Student 7: *“There was no preparation, there was so much material that I forgot to remember. Sometimes I like to cheat when there are assignments or exams because I am afraid of bad scores”.*



Based on the interview above, it can be concluded that the student lack of preparation before class. Induce lateness or fail to learn the lessons that have been taught. This also affects the level of knowledge and scores of student s about English. The there were 7 students choose the statement “I get nervous when I do not understand everyword the language teacher says”. The students are fear if the teacher asks them without any preparation before it. They think that they will not able to response the teacher. A statement of “I start to panic when I have to speak without preparation in language class” it was 5 students felt it. It explain that the students feel panic when speak without preparation in learning English as Foreign language.

2) Students’ beliefs about the language learning

Additionally, it was discovered that certain beliefs could be a cause in students anxiousness when learning English. According to the interview, learning English has become seen as challenging. Many students believed that English was a challenging subject.

**Excerpt of interview 19**

Student 7: *“Very difficult lesson to learn. lots to memorize. But I’m sure that other friends can learn English well”.*

As students assume that there are students who are categorized as best students in classroom. They will compare their ability to them and feel that best students have better performance than them. Moreover, they can assume that the ability of those students is the ideal performance while theirs are not.

Student 5: *“English is difficult, especially when speaking English. Maybe another friend*

*an speak English”.*

They frequently believe that they are simply unable to absorb the lesson or talk clearly. In comparison to other students, they felt less competent. They continued to believe that other kids were far better than they were.

Anxious students also fear being less competent compared to their fellow students. They also fear being evaluated by them. Anxiety also happens when there is competitiveness among students.

## **2. Finding of the students overcome their anxiety in learning English as a foreign language .**

This sub-heading indicates the data found in this field. Perspectives of the students play a role in reducing students' anxiety about learning English. Most students experience anxiety during learning and teaching activities, such as feeling nervous, confused, and fear.

### **a. Positive Thinking**

Positive thinking is a technique to lessen worry. Meaning that student make an effort to believe positively. That they will not make a mistake when learning English and that they can succeed. Some students can lessen their anxiousness by utilizing this technique.

#### **Excerpt of interview 20**

Student 7: *“I firmly believe that I can speak English even though sometimes it is very difficult for me”.*

#### **Excerpt of interview 21**

Student 5: *“I always thought this would be fine”*

Based on the results of this interview, students attempt to think positively by focusing on an inspiring thought that can

help them feel less anxious. Positive thinking can make students stronger when students experience a downturn or are destroyed due to the problems you face. Positive thinkers also tend to be able to see the potential to rise from crises and trauma and are able to find solutions to overcome difficulties.

### **b. Preparation**

To achieve success in the learning process learning. Students need to prepare everything well. Because by preparing everything, students are ready to learn and enjoyment in a learning English. Preparation is the most student are not prepared before the class, they will feel nervous and worry because they can not attend with the teacher.

#### **Excerpt of interview 22**

Student 3: *“I have to be prepared from home if I do not want to miss class. At least read and search from the internet”.*

#### **Excerpt of interview 23**

Student 1: *“I have to be prepared everything”.*

Based on the interview, student who experienced anxiety considered that preparation was very important before starting to study and could reduce anxiety. He did many things for him preparation such as reading material and search from the internet. That is very help full to reduce anxiety.

### **c. Relaxation**

The students employed the relaxation strategy. When students were concerned about being questioned by the teacher. They practiced relaxation techniques such as taking deep breaths and attempting to calm themselves down.

#### **Excerpt of interview 24**

Student 9: *“Usually I do a deep breath to calm down.*

*also often do calming my mind by*

*praying”*

#### **Excerpt of interview 25**

Student 10: *“I usually do a deep breath and massage*

*my front head”.*

According to the interview data, he tried to take a deep breath to calm himself when he felt anxious about their struggles learning English. Additionally, they use prayer and massage front head to relax. In order, to eliminate all negative emotions.

### **B. Research Discussion**

This part presents the discussion of the research findings. Based on questionnaires and interviews with the theory of foreign language anxiety. This includes factors can contribute to students anxiety in learning English as a foreign language at the seventh grade of SMP Negeri 6 Batang and how do the students overcome their anxiety in learning English as a foreign language at the seventh grade of SMP Negeri 6 Batang

#### **1. The factors can contribute to students anxiety in learning English as a foreign language.**

##### **a. Factors in teacher's role.**

The most of the students responded that they were very worried about having to speak in front of the class. Similar result was found by Iizuka (2010) that students experienced anxiety in some contexts. One of the contexts is speaking in front of the class.

According to Abdillah (2018), most of the participants responded that they were very concerned about having to speak in front of the class. They often answered that they started to worry and panic when their teacher asked them to practice their speaking in front of the class. They frequently answered that they started to worry when their teacher asked them to practice their speaking in front of the class (Osnat Argaman, 2002). The other claimed that when forced to talk in English, they begin to panic. The other though claimed that they began to fear speaking English. The students anxiety in learning English of ESP speaking program was attributed to many factors: the difficulty in speaking English and feeling worried about making mistakes when they speak in front of the class (Kartini, 2010).

Based on the students, English lesson sometimes makes them confused and worry. They were difficult to know the meaning of the text. They worried about making mistakes. It is suitable with the definition of anxiety by Horwitz 1986, anxiety is personal pressure worry, neuroticism, and anxiety related to autonomic nervous system arousal. Some of student did not understand the subject. Teacher in the classroom spoke the English language. The student did not understand what the teacher said (Risna et.al, 2019).

Another influencing factor is related with teachers role. The way a teachers reacts to they students mistakes is also influential in a foreign language classroom . This is in line with Young's in Manipuspika (2018) research findings that teachers characteristics such as non-harsh attitude toward error correction, a positive, friendly, and relaxed general attitude toward students can reduce students anxiety. Sharing humorous experiences was seen as a good way of lowering anxiety (Dea, 2020). Teachers should be aware of students' motivation, because motivation influences students in determining the use of strategy in learning a target language (Dwinalida and Setiaji, 2020).

## **b. Factors in materials.**

Factor that contributing the students into anxious feeling is comes from materials. Most of the students claimed that they could understand the materials when their English teachers explained in two languages, English and Indonesian (Marzulina et.al, 2021).Such as material must provide various learning activities that are fun and raise an enjoyable classroom atmosphere (Widiana and Sabiq, 2021). And teaching English as foreign language must be based on the relationship between teachers and students also affect students' interest in learning (Rahma, 2011). When the teacher delivered the materials in English, the students seemed difficult to understand, and they just stayed silent, but when the teacher used Indonesian, most of the students showed reactions and gave responses such as nodding their heads,giving comments or asking questions (Marzulina et.al, 2021).

Relate the course materials to everyday experiences of students. Students require a more creative teacher. According to Rohmah (2013) You need to personalize your teaching to make it easier for students to understand and to learn. Encourage students to choose and participate in the creation of course materials.

Meanwhile Duraku (2017) there are two main factors that can affect the learners' anxiety, Such as academic and stress factors. Academic factors require students to be able to understand or master all the material being taught and try hard to get good grades. For example students believe that they understand the English text or speak it perfectly. This causes students to experience stress about lessons they do not understand or master. When others think that English is more difficult than math. These pressures can affect the learning process.

English is one of the most difficult subjects for some students to learn. Due to the difficulties in learning English, students may

quickly lose interest. Students interest is important in learning and interests also play a important role in developing students thinking ability (Kusmaryati,2017). Teacher can find out about students interests during the first meeting and, when appropriate, include them in the teaching process. The teacher conducted various strategies to promote student in their classes (Ma'rufah D.W, 2021). It will also be beneficial to include real information from regional sources.

In developing the materials, the researchers develop the materials. According to Tomlinson in Saryati and Yulia (2019) Several principles are relevant to the development of materials for the teaching of languages as well as help the learners to feel at ease, confidence, useful, self-investment orientation. To teaching specific skills in English for the young learner, the teacher should determine the appropriate materials for them. The young learners are easy to understand the materials when they use concrete or real things (Pertiwi et.al, 2019).

### **c. Factors in students.**

Lack of preparation is the factor that makes the students felt anxious. Lack of preparation and free speech can make student feeling anxious (Hermaniar and Azkiya, 2021). Students did not prepare their self before coming to the class. A similar result was found that lack of preparation was the major contribution of students' anxiety, Marwan in Risna (2019). Meanwhile Tsui's in Lestari (2016) more students attributed their anxiety to lack of preparation and expressed that they would feel less anxious and more confident to speak English with preparation, similar to those students.

The interview indicated that English was a difficult subject. They thought that they cannot speak full English, cannot answer the question, and understand the lesson. Similar result was found by Marwan in Risna (2019) that lack of confidence is one of the primary

causes of students' anxiety. This were consistent with Horwitz et al. (1986) that certain beliefs about language learning also contribute to the students' tension and frustration in the classroom.

## **2. The students overcome their anxiety in learning English as a foreign language.**

There were many problems of anxiety that were experienced by the student during learning English as foreign language. One of them was anxiety. From the research finding, the research got the data that the participants had various strategies. Those were they do preparation, relaxation, and positive thinking.

Some anxious students work to create a favorable perception of them. They employ a variety of techniques to think positively, like attempting to project confidence, visualizing themselves performing well, thinking of pleasurable things, or avoiding contemplating the negative outcomes. Kondo & Ying-Ling quoted in Putri (2020) also explained these Various methods of doing positive thinking are trying to be Be confident, imagine yourself doing well, think Something pleasant, or without considering the consequences. This strategy tends to focus on learners' emotions.

The second discussion of this part dealing with reduce of anxiety, the second strategy was preparation, preparation was very important for doing everything. It was related to reading material before the class.. Preparation seems to be a good solution since it has two strong positive implications (Risna, 2019). One of the many strategies to decrease this fear is relaxation. By relaxing, Students feel better and can reduce anxiety. Very suitable Grasha in Risna (2019) suggests 52 that breathing deeply in and out for three to five minutes is an effective way to reduce tension.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

While other research on language anxiety focuses on either high school or college, this present study focus on junior secondary school level of the causes of students' anxiety in learning English. According to the students, there are various factors that may contribute to their anxiety. There are at least five factors which are found in this study, they are: classroom speaking activity, inappropriate ways of teaching, level difficulty of materials, lack of preparation and students beliefs about the language learning. The sources of these factors are not only from the teacher but also from the materials and students. Moreover, those factors were discussed in this study, which deepened our understanding of foreign language anxiety.

The students' experiences reveal a lot about their anxieties related to learning English. They share their knowledge of potential causes of their worry as well as strategies teachers might use to lessen it. In other words, students can offer useful information on their anxiety related to studying English. In order to create a more tranquil workplace, it is crucial to utilize their insights.

#### B. Limitations of Study

In order to get the specific purpose of the research, the research makes limitation of study. Limitation of the study has intended to establish the limit of the problems that would be observed. The researcher has focused about factors of students' anxiety in learning English and students overcome their anxiety in learning English at Seventh Grade of SMP Negeri 6 Batang.

### C. Suggestions

Based on the research conducted and the results of research related to the factors of students' anxiety in learning English as foreign language among seventh-grade students of SMP Negeri 6 Batang the researcher would like to give some suggestions as follows:

1. For students

They are expected to be more creative in discovering and formulating strategies. They can determine which strategies may suit their needs. They can share their strategies with other students.

2. For English teacher

As the implication of this research, the researcher states some recommendations in future English teaching as follows: Students must respect each other by helping their friends who have a low level of English. Also don't be afraid, when making a mistake and be more confident than before. Next, it is better if the teachers motivate the students to make them more active, confident to practice and encourage students to share their anxiety experiences in learning English.

3. For others

The researcher hope this research gives some information about student anxiety in learning English as a foreign language. Will be useful as reference to other researcher in students anxiety in learning English as a foreign language at the seventh grade of SMP Negeri 6 Batang and it can gives contribution to society.

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