

**STUDENTS' ANXIETY IN LEARNING ENGLISH OF THE EIGHT
GRADE AT SMP NEGERI 1 SARJO**



A SKRIPSI

*Presented as a Partial Fulfilment of the Requirements for the Bachelor degree at
the English Tadris Department, Tarbiyah and Teacher Training Faculty, State
Institute for Islamic Studies (IAIN) Palu*

By

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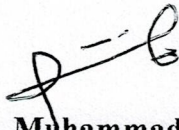
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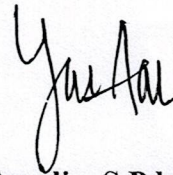
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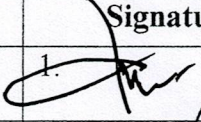
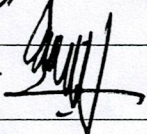
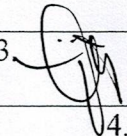
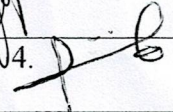
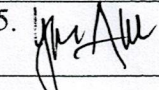
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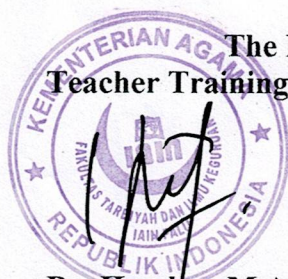
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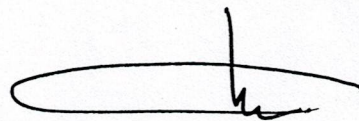
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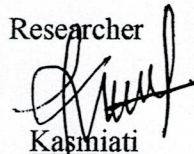
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ABSTRACT

Name of Researcher : **KASMIATI**
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Title of Thesis : **Students' Anxiety in Learning English of the
Eight Grade at SMP Negeri 1 Sarjo**

This thesis discusses student anxiety in learning English of the Eight Grade at SMP Negeri 1 Sarjo by raising the problem namely, What are the levels of anxiety experienced by the students in learning English and what factors do students' believe to contribute to their anxiety in learning English. This research is a qualitative research, data collection techniques through statements, interviews, and documentation. And the results will be described descriptively, namely in the form of a written sentence. The objectives of research were to find out the anxiety levels of students and to find out what factors are more likely to cause anxiety as perceived the students.

The results 11 students, of them were at the moderate level of anxiety, 5 students were at the Anxious level, and 9 were at Relaxed. Students experience class anxiety it affects them negatively. Therefore, it is important to become English teachers aware of the anxiety among their students.

The conclusions obtained from this study that Teachers should be aware of the foreign language anxiety in class, because anxiety has become an important factor influencing student language learning process. Therefore, English is required teacher to find out the level of student anxiety at the beginning of the order treat students well during the learning process. Every student has different levels of anxiety. To Students who have high anxiety need to be involved to reduce anxiety in the classroom. The students must cooperate with each other to creating a comfortable environment in the classroom. The students with low anxiety level should not ridicule other high-anxiety students; they have to help them when they get into trouble. They must be aware of that Making mistakes in learning a foreign language is common and it is naturalness.

CHAPTER I INTRODUCTION

A. Background

Nowadays, learning English is an important aspect because some people think that English is more difficult to learn. Especially in schools, teachers find it difficult to teach their students where students sometimes do not understand what the teacher is saying and this problem can make students lazy to learn English. Emotions are important in the classroom because they have an impact on learning. They influence the ability of students to process information and to accurately understand what they encounter. According to Brown states that emotions affect learning in the most basic way because they are the basis of learning strategies and techniques.¹ In other words, emotional states can encourage or hinder learning. For example, students learn and appear more successful when they feel safe, happy, and passionate about the subject matter. Emotions have the potential to arouse students' thinking energy and also potentially disrupt learning. Negative emotions such as anger, anxiety, and sadness have the potential to interfere with student learning efforts.

Unfortunately, when it comes to learning a foreign language, student emotions tend to be more disappointing than encouraging. One emotional state that makes such a process difficult is anxiety. Emotional conditions such as anxiety can distract students in the process of language learning. Feelings of tension, worry, and anxiety will hinder students' ability to succeed in foreign

¹ Ellen Eun Kyoo Kim, *The Impact of Language Barrier and A Grounded theory Approach*, (Yarmouth: Intercultural Press, Inc 2011). 73

language classes. According to Oxford, most language studies show a negative relationship between anxiety and performance.² Anxiety impairs student performance by worrying, hesitating, and reducing participation. In addition, according to Krashen, debilitating anxiety can increase affective filters and form 'mental blocks' that prevent comprehensive input to be used for language acquisition.³ Anxious students will have difficulty following the lessons. They may learn less and may also not be able to show what they are learning. Even worse, it may experience more failures, which in turn increases their anxiety.

At SMPN 1 Sarjo, researchers found signs of anxiety among students. Many of them are restless, creating avoidance and reducing class participation. They are afraid and embarrassed to practice with the target language, in this case the target language is English, because they are afraid to make mistakes. One of them thought that if he made a mistake, his teacher would get angry and his friends would make fun of him. So he prefers to be quiet and sit passively. While some of them also believe that English is a difficult subject. Such beliefs can affect their self-esteem and make them feel worried in class. And the reason the researcher took the title of this thesis was because when the researcher observed at SMPN 1 Sarjo, the researcher found that some students felt anxious when learning English in class.

² Rebecca L. Oxford, "Anxiety and the Language Learner: New Insights", IN Jane Arnold (ed.), *Affect in Language Learning*, (Cambridge: Cambridge University Press 2000). 60

³ <http://www.scribd.com/doc/39539509/Kecemasan-berbicara>.

B. Research Question

Based on the background above, this proposed study is guided by two research questions as follows:

1. What are the levels of anxiety experienced by the students in learning English?
2. What factors do students' believe to contribute to their anxiety in learning English?

C. The Objectives of Research

1. To find out the anxiety levels of students
2. To find out what factors are more likely to cause anxiety as perceived the students

D. The Scope of Research

This research focused on the what factors are more causing anxiety as perceived by the students at grade SMPN 1 Sarjo.

E. The Definition of Key Terms

1. Anxiety

Anxiety is a feeling that is general in nature, where a person feels fear or loss of self-confidence that is not clear in origin or form.

2. Students

Students are those who are specifically left by their parents to take part in learning held at school, with the aim of becoming knowledgeable, skilled, experienced, personable, noble, and independent human beings.

3. Learning

Learning is a business process carried out by someone to obtain a new change in behavior as a whole, as a result of one's own experience in interactions with their environment.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

There are several people have investigated the issue of foreign language anxiety from different perspective. Worde in his investigation to the cause of language learning anxiety found that speaking activities, inability to comprehend, negative classroom experiences, fear of negative evaluation, native speakers, methodology, pedagogical practices and the teachers themselves as the main causes of learning anxiety.¹

William and Andrade examined anxiety in Japanese EFL classes in order to find out the type of situation that provoked the anxiety and the ability to cope with the anxiety. Their findings indicated that anxiety was most often associated with the output and processing stages of the learning process. Furthermore, they found that fear of receiving negative evaluation, speaking in front of class, and random selection; procedure that the teacher used for calling the students were cited as sources of anxiety.²

In a similar study research by Marwan investigated Indonesia students' foreign language anxiety. He tried to find out the types of anxiety experienced by foreign language learners and the strategies they used to cope with their anxiety.

¹ Worde, *Students' Perspectives on Language Anxiety, Inquiry*, (Vol. 8 No. 1, <https://files.eric.ed.gov/fulltext/EJ876838.pdf>. 2003). 4

² Kenneth E. Williams and Melvin R. Andrade, *Foreign Language Learning Anxiety in Japanese EFL University Classes: Causes, Coping and Locus of Control*, *Electronic Journal of Foreign Language Teaching*, (Vol. 5, No. 2, 2008). 186.

Factors like lack of confidence, lack of preparation and fear of failing the class were the primary causes of their anxiety.³

The similarity between previous research and this research is that it has similarities in examining student anxiety, the causes of anxiety, and the difference between previous research and this research is that previous research focused more on overcoming student anxiety in learning English while this study focused more on the factors that cause anxiety in learn English.

B. Anxiety

1. Definition of Anxiety

Anxiety is one of the most well documented psychological phenomena. In general anxiety appears from human body as a response to a particular situation. Commonly anxiety can be identified as a feeling of being threatened, apprehension, tension, or worry.

There are several definitions of anxiety which are found by the writer. According to Carlson and Buskist, anxiety is “a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach.”⁴ Furthermore, anxiety arises as a response to a particular situation. Passer and Smith define anxiety as a state of tension and apprehension as a natural response to perceived threat.⁵ It means that

³ Ardi Marwan, Investigating Students' Foreign Language Anxiety, (Malaysian Journal of ELT Research, Vol. 3, 2007). 48.

⁴ Neil R. Carlson and William Buskist, *Psychology: The Science of Behavior*, (Needham Heights: Viacom Company, 2002). 570.

⁵ Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior*,(New York: McGraw-Hill,2009). 546

people are naturally feels anxious when they are threatened. While according to Ormrod anxiety is a feeling of uneasiness and apprehension concerning a situation with an uncertain outcome.⁶

Although anxiety and fear sounds similar, both are actually different. Halgin and Whitbourne describe the difference between fear and anxiety, fear is a natural alarm response to a dangerous situation while anxiety is more future-oriented, a feeling of apprehension and uneasiness about the possibility of something terrible might happen.⁷

Besides according to Barlow, 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.⁸

From the definition explained above, it can be concluded that anxiety is a feeling of being threatened, of apprehension, tension, and worry as a response to a particular situation or something that might happen in the future.

⁶ Jeanne Ellis Ormrod, *Educational Psychology: Developing Learner*, (Boston: Pearson Education Inc., 2011). 401

⁷ Ricahard P Halgin and Susan Krauss Whitbourne, *Abnormal Psychology: Clinical Perspectives on Psychological Disorders*, (New York: McGraw-Hill, 2007).148

⁸ Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior*, (New York: McGraw-Hill, 2009), 546.

2. *Types of Anxiety*

Several kinds of anxiety have been described. Two of the most well-known is state anxiety and trait anxiety. Anxiety that arises when confronted with specific situations is called state anxiety. Most people experienced state anxiety which also known as a normal anxiety. Relating to Ormrod, “state anxiety is temporary feeling of anxiety elicited by a threatening situation.”⁹ It is nervousness or tension at a particular moment in response to some outside stimulus. This type of anxiety arises in a particular situation or in a stressful event and hence is not permanent. In other words, it is a situational anxious feeling that disappears when threatening situation goes away.

However, in certain cases, anxiety comes more intense and lasted for long. This kind of anxiety is called trait anxiety. Relating to Ormrod, “trait anxiety is pattern of responding with anxiety even in nonthreatening situations.”¹⁰ Such anxiety is a part of a person’s character. People with trait anxiety tend to worry more than most people and feel inappropriately threatened by several things in the environment. In other words, trait anxiety is the tendency of a person to be nervous or feel anxious irrespective of the situation he/she is exposed to.

Based on the intensity, duration and situations, anxiety can be divided into two types: State anxiety; feeling of apprehension and nervousness as reaction to particular situation, and trait anxiety; more intense anxiety that depends on ones individual regardless of the situation.

⁹ Jeanne Ellis Ormrod, *Educational Psychology: Developing Learner*, (Boston: Pearson, 2011), 401.

¹⁰ Ibid

3. Levels of Anxiety

There are three levels of learning anxiety, from psychological aspect, anxiety is differentiated into three levels, they are High anxiety, moderate anxiety, and Low anxiety.¹¹

1). High Anxiety

This is the highest level of anxiety. High anxiety is the feeling caused by the believes that something is different which makes them feel that they are being threaten by their surroundings. This usually comes from the response of fear and distress. The characteristics of people with severe anxiety can be seen from their behavior or feeling that always wants to be free, very anxious, agitated, confused, poor eye contact, withdrawal, denial, the need for increased space, shaking, etc.

2). Moderate Anxiety

Moderate anxiety is disturbing feeling caused by something different which makes people with moderate anxiety become nervous or agitated. The characteristics of people with moderate anxiety are the feelings of being uncomfortable, sensitive, unconciouness, sound changes, sweating, headaches, back pain, etc.

3). Low Anxiety

Low anxiety is a feeling that something is different and people with mild anxiety requires special attention. Low anxiety is associated with the tension of everyday life events. The characteristics of people with mild anxiety are unable to

¹¹ Horwitz, E. K, Michael B. and Joann Cope, "Foreign Language Classroom Anxiety". *The Modern Language Journal*, (Vol. LXX, No.2, 2000), 125-132.

sit still, a little impatient, tend to be alone, wrinkled face, lips tremble, pulse and blood pressure increased, etc.

C. Anxiety and English Language Learning

1. Foreign Language

There is a certain term of anxiety that is connected to language performance. The term Language Anxiety are commonly used interchangeably. Foreign language anxiety is a specific anxiety which is related to language learning and use. According to Brown, Foreign language anxiety is “a feeling of intimidation and inadequacy over the prospect of learning a foreign language.”¹² In addition, according to Gardner and MacIntyre as cited in Oxford, “it is fear or apprehension occurring when a learner is expected to perform in the target language.”¹³ Furthermore, Horwitz, and Cope, proposed conceptual foundation of foreign language anxiety. Based on them, foreign language anxiety appears in the form of anxiety such as: communication apprehension, test anxiety, and fear of negative evaluation.¹⁴

Apprehension is a type of shyness characterized by fear of or anxiety about communication with people. According to McCroskey J.C., as cited in Jason S. Wrench, communication apprehension is “in individual’s fear or anxiety associated with either real or anticipated communication with another person or

¹² Brown, H. D, *Principles of Language Learning and Teaching*, (New York, NY: Addison WesleyLongman, 2000).5.

¹³ Rebecca L. Oxford, “*Anxiety and the Language Learner: New Insights*”, IN Jane Arnold (ed), *Affect in Language Learning*, (Cambridge: Cambridge University Press 2010). 60

¹⁴ Elaine K. Horwitz, et al., *Foreign Language Anxiety*, the Modern Language Journal, (vol.70, 2015).127

persons.”¹⁵ Communication apprehension plays large role in foreign language anxiety since interpersonal interactions are the major care in foreign language class. In foreign language class students are required to communicate with the target language by ways of speaking and listening. Their limited capabilities in the target language may derive students into a communication apprehension. Communication apprehension exists because students think that they will have difficulty of understanding others in listening and making oneself understood in speaking.

Since performance evaluation is frequent in most foreign language classes, test anxiety is also closely related to a discussion of foreign language anxiety. Based on Sarason, as cited in Oxford, test anxiety is “the tendency to be come alarmed about the consequences of inadequate performance on a test or other evaluation.”¹⁶ It means this kind of anxiety might have unpleasant experience on their previous tests which makes them fear of failing the upcoming test. These students may also have false belief about foreign language learning. They put unrealistic demand that they should feel that anything than a perfect test is a failure.

Another anxiety related to foreign language learning is fear of negative evaluation. Watson and Friend, as cited in Horwitz, defined fear of negative evaluation as “apprehension about others” evaluations, avoidance of evaluative

¹⁵ Jason S. Wrench, et. al., *What Is Communication Apprehension?* , 2014, (www. books. lardbucket.org/books/public-speaking-practice-and-ethics/s06-01-what-is-communication-apprehen.html, 2012).

¹⁶ McCroskey. *The Communication Apprehension Prespective*. [On-line]. [http:// www.jamesmccroskey.com/bookchapters/003_1984_c1](http://www.jamesmccroskey.com/bookchapters/003_1984_c1). Pdf. (Tanggal akses: 16 Desember 2013).

situations, and the expectations that other would evaluate oneself negatively.”¹⁷ In foreign language learning context, students are prone to have a fear of negative evaluation from both teacher as the only flurnt speaker in the class and their peers.

However, Horwitz, and Cope also believe that foreign language anxiety is not simply the combination of those performance anxiety related to foreign language learning context. They also proposed that, “foreign language anxiety as a distinct complex of self-perception, beliefs, feelings, and behaviorsrelated to classroom language learning arising from the uniqueness of the language learning process.”¹⁸

Based on description above, it could be said that foreign language anxiety is a feeling or uneasiness, nervousness, worry and apprehension experienced when learning or using the target language.

2. Impact of Foreign Language Anxiety

Basically, uneasiness feeling such anxiety will disturb students in no doubt. It absolutely affect students’ learning effort and performance. Anxious students will think less clearly and probably make more mistakes. Moreover, to perform a task they have to work harder because anxiety makes them worry and distracts their learning process.

Anxiety has long been recognized by educators as a potential problem in foreign language classroom. Anxious student will have difficulty in their language learning since anxiety affects cognition processing. According to Ormrod, anxiety

¹⁷ Joann Cope, “*Foreign Language Classroom Anxiety*”, *The Modern Language Journal*, (Vol. LXX, No.2, 2010), 128.

¹⁸ Michael W. *Psychology: The Science of Mind and Behavior*,(New York: McGraw-Hill,2009). 54

can interfere with several aspects of cognition in learning process. Anxious student may be disturbed in paying attention to what needs to be learned, processing information effectively, retrieving information, and demonstrating skill that have previously been learned.¹⁹ In other words, foreign language anxiety belongs to debilitating anxiety because it can hinder language learning.

Similar with Ormrod, MacIntyre as by in Young, also believed that anxiety can affect students' cognitive processing. He proposed a variation of the model of the effects of anxiety on learning from instruction which consist of three stages: input, processing, and output.²⁰ Further, anxiety can affect students' cognitive performance at any or all of the three stages. It means if anxiety disrupts the cognitive work at one stages, then information is not passed along to the next stages.

At the input stages, foreign language anxiety acts like a filter that preventing some information from getting into the cognitive processing. This is similar Krashen's well-known concept of the "affective filter". Krashen state that anxiety can raise affective filter and form of a 'mental block that prevents a comprehensible input from being used for language acquisition.²¹ For example,

¹⁹ Jeannes Ellis Ormrod, *Educational Psychology: Developing Learner*, (Boston: Pearson Education Inc., 2011). 402

²⁰ MacIntyre and Peter D., "Language Anxiety: A Review of the Research for Language Teacher", in Dolly Jesusita Young (ed), *Affect in Foreign Language and Second Language Learning: a practical Guide to Creating a low-Anxiety Classroom Atmosphere*, (Boston: McGraw-Hill, 2012). 35

²¹ Ricardo Schutz, *Stephen Krashen's Theory of Second Language Acquisition*, 2013, (<http://www.sk.com.br-Krash.html>)

anxious student may not be able to gather information of the language rules and vocabulary because anxiety interfere their ability to process information.

During the processing stages, anxiety acts as a distraction. It distracts students in processing information effectively. When they are worried, anxious student may learn less and may not be able to digest new words, phrases, grammar, and so on or may also take more time to process the lesson.

While at the output stages, anxiety can influence the quality of students' foreign language performance. Students' with anxiety in this stages may not be able to demonstrate what they have learned.

Moreover, Oxford described that "anxiety harms learner's through worry and self-doubt and also by reducing participation and creating overt-avoidance of the language." He also mentioned certain aspects that have negative correlation of anxiety such as: grades in language courses, proficiency test performance, performance in speaking and writing tasks, self-confidence and self-esteem in language learning.²²

Based on the description above, it could be said that the existence of foreign language anxiety can affect the fluency of learner's speech and learning in general.

D. Factors Contributing to Foreign Language Anxiety

Anxiety can rise from various sources. It sometimes comes from classroom activities and methods which related to teachers instructions and tasks. For

²² Oxford, *Exploring The Role of Anxiety and Motivation In Foreign Language Achievement: A Structural Equation Modeling Approach*. (Journal Porta Linguarum 20, juni 2013).60

example, speaking activities, it appears frequently as one of the anxiety provoking factor. Horwitz, and Cope found that speaking in the foreign language as the most anxiety-producing experience.²³ While Koch and Terrell as cited Oxford, also found oral skits and oral presentation in front of class as the most anxiety producing activities. They also noted that being called on to respond orally can produce anxiety.²⁴ Speaking activities are prone to anxiety. In speaking students are tried to communicate in their limited capabilities. They also fear of being negatively evaluated by the teacher and peers which exposed their inadequacies. Moreover, in some cases students often laughed at their peers who make a mistake. It absolutely makes students fear of making mistake. They fear of making fool of themselves in public so they prefer to be quiet rather than speak to practice their English. Price found that fear of being laughed at by other is one of the greatest sources of anxiety.

In addition, inappropriate ways of teaching can also contribute to students' anxiety, for example speaking too much fast. According to worde, the inability to understand what is being said n the classroom often lead to communication apprehension.²⁵ Besides, threatening teaching method like calling on students one after another in seating order may also generated anxiety. Students' might also feel anxious because of the excessive material demand. They

²³ Risna Nurhasanah, *Students' Anxiety in Learning English*, *Journal of Language Education and Educational tecknology*, (Vol. 4, No.2.2019).

²⁴ Ibid.

²⁵ Ibid

find that foreign language class stressful when they don't have sufficient time to understand the lesson because the amount of the materials is excessive. Moreover, the level of difficulty of foreign language class and the poor of result of students may elicit anxiety when compared to other classes. So, they may find that the foreign language class is more demanding and more difficult than other class.

Beside the above factors, sometimes anxiety also comes from the students themselves. One is their beliefs about language learning. Some students find language difficult because they are conditioned to believe that the language is difficult. For example, students believe that they should be able to speak perfectly. While others think that English is a difficult subject. Such beliefs can lead to language anxiety.

Horwitz *et al.* noted that "certain beliefs about language learning also contribute to the student' tension and frustration in the classroom."²⁶ This also indicates that low self-esteem can generate anxiety. Price noted that anxious students believed their language skill were weaker than any other students.²⁷ Mostly it comes from their learning experience. A stressful learning experience will condition the students to believe that the language learning is difficult. This belief is quite enough to generate negative thinking to the present language learning. Eventually, this usually lead the students to avoid every single thing about the language learning includes preparation for classroom activities or a test. According to Marwan, lack of preparation was the major contributor of students'

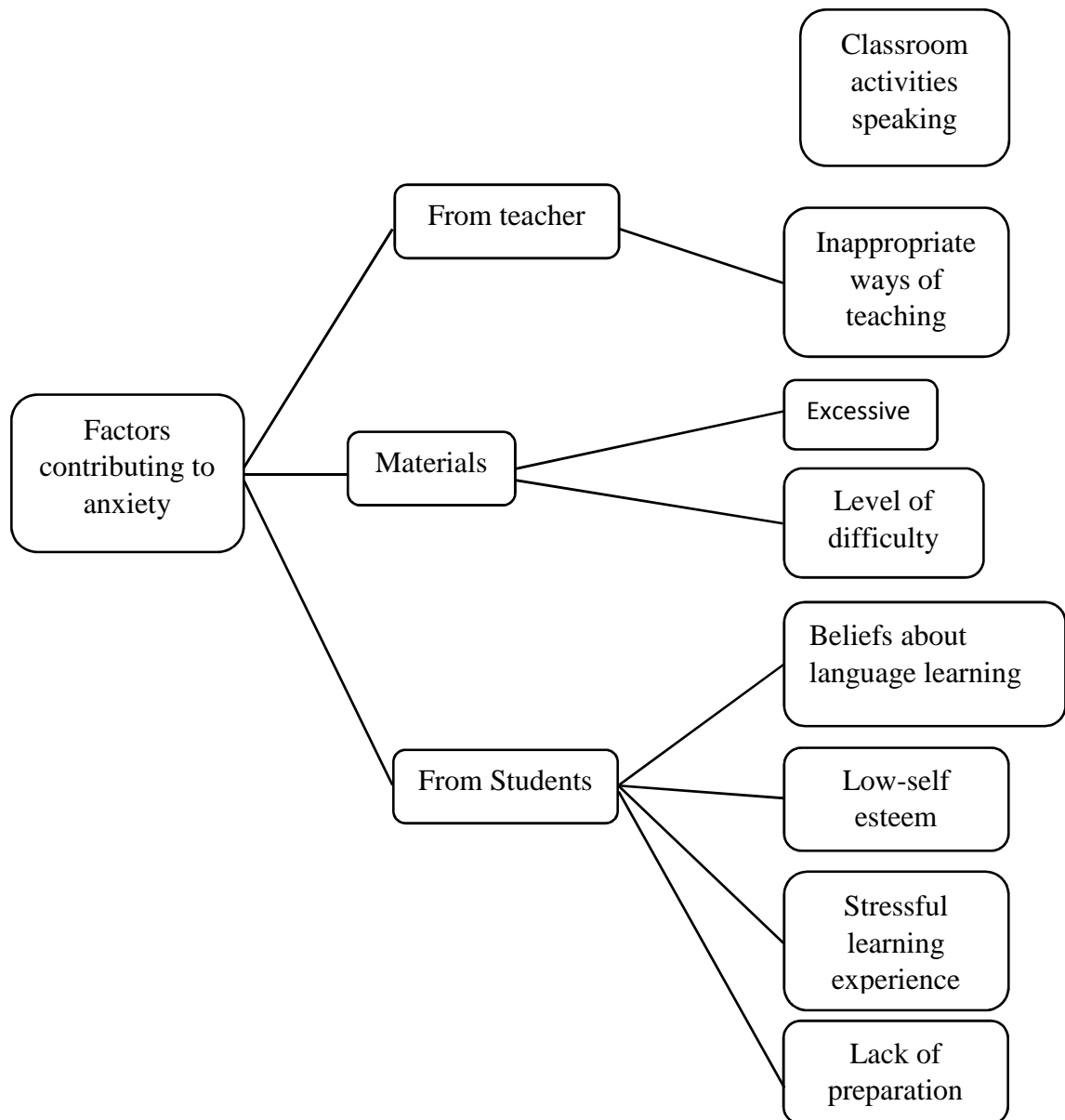
²⁶ Ibid

²⁷ Ibid¹⁵. 17.

anxiety.²⁸ Lack of preparation will absolutely make students feel anxious. They fear if they cannot perform well.

²⁸ Ardi Marwan, *Investigating Students' Foreign Language Anxiety*, (Malaysian Journal of ELT Research, Vol. 3, 2007). 48.

Here is the illustration of possible factors contributing to anxiety adapted from Worde.²⁹



²⁹ Renee Von Worde, "Students' Perspectives on Foreign Language Anxiety", *Inquiry*, Vol. VIII, No.1, (2003), 5.

CHAPTER III

RESEARCH METHODS

A. Research Design

This research used a qualitative descriptive method to obtain the data needed. Qualitative descriptive research generates a descriptive summary of events in everyday terms are experienced by people and an appropriate research design when a straight forward description of a phenomenon is desired. The description of students' anxiety was explored using this method. Like any other qualitative research design, the goal of qualitative descriptive study is a comprehensive summarization in terms of specific events that were experienced by individuals or groups.

Therefore, this research used a descriptive method to reveal the phenomena of students' learning anxiety in SMPN 1 Sarjo.

B. Research Setting

This research has been done for the students of SMPN 1 Sarjo. This school was chosen because of the researcher had ever conducted an observation in SMPN 1 Sarjo. Specifically, from that observation, the researcher found that many of students were very anxious to speak English. This condition pushed the researcher to conduct a research. The school is located at Balabonda village, Sarjo subdistrict, Pasangkayu regency, West Sulawesi.

C. Respondents

The second-grade student which consist of twenty-five students were chosen as the respondents of this research. The second-grade was chosen as respondents because they have learnt English for several years and are capable to represent their opinion related to the research questions. Afterward, ten students with various level of anxiety were chosen to be interviewed. The selections were proposed to capture the heterogeneity among the population and also to have comparisons to explain differences between setting, events, and individuals.

D. Data collection Procedure

To get data, which is needed in this study the writer did the data collection techniques as follows.

1. Questionnaire

This research used a closed-ended questionnaire with a five-point foreign language classroom anxiety scale (strongly agree, agree, strongly disagree, disagree, and neutral. The items of the questionnaire were the modified versions of the items developed by Horwtiz et al.¹ The following are the items used in this research the item with symbol (✓).

This FLCAS used 33 questions with answer choices for questions from 1- 5 in each item. The 5-point Likert scale starts from "Strongly Agree" (SA), "Agree" (A), "Neither agree nor disagree" (N), "Disagree" (D), and "Strongly Disagree" (SD). This type of questionnaire fits the participant language learning context related to the word "foreign language" used in FLCAS (foreign language

¹ Dinar Simatupang, *Students' Speaking Anxiety In English Foreign Language (EFL) Classroom*. Repository.upi.edu. 2015

classroom anxiety scale). That is a word that is often used in "English". Therefore, if the points are summed up by adding each answer point of each statement. The higher the total score is, the more anxious the respondent is.

Questionnaires item of foreign language anxiety

STATEMENTS	SA	A	NA	DS	SD
1. I never feel quite sure of myself when I am speaking in my foreign language class.					
2. I don't worry about making mistakes in language class.					
3. I tremble when I know that I'm going to be called on in language class.					
4. It frightens me when I don't understand what the teacher is saying in the foreign language.					
5. It wouldn't bother me at all to take more foreign language classes.					
6. During language class, I find myself thinking about things that have nothing to do with the course.					
7. I keep thinking that the other students are better at languages than I am.					
8. I am usually at ease during tests in my language class.					
9. I start to panic when I have to speak without preparation in language class.					
10. I worry about the consequences of failing my foreign language class					
11. I don't understand why some people get so upset over foreign language classes.					
12. In language class, I can get so nervous I forget things I know.					
13. It embarrasses me to volunteer answers in my language class.					
14. I would not be nervous speaking in the foreign language with native speakers					
15. I get upset when I don't understand what the teacher is correcting.					
16. Even if I am well prepared for language class, I feel anxious about it					
17. I often feel like not going to my language class.					
18. I feel confident when I speak in foreign language class.					

19. I am afraid that my language teacher is ready to correct every mistake I					
20. I can feel my heart pounding when I'm going to be called on in language class					
21. The more I study for a language test, the more confused I get.					
22. I don't feel pressure to prepare very well for language class.					
23. I always feel that other students speak the foreign language better than I do.					
24. I feel very self-conscious about speaking the foreign language in front of other students.					
25. Language class moves so quickly I worry about getting left behind.					
26. I feel more tense and nervous in my language class than in my other classes.					
27. I get nervous and confused when I am speaking in my language class.					
28. When I'm on my way to language class, I feel very sure and relaxed.					
29. I get nervous when I don't understand every word the language teacher says.					
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					
31. I am afraid that the other students will laugh at me when I speak the foreign language					
32. I would probably feel comfortable around native speakers of the foreign language.					
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.					

2. Interview

Interview is a data collection technique by way of interviewing selected individual as a respondent. Furthermore, it is a direct face to face attempt to obtain reliable and valid measures in the form of verbal responses from one or more respondents. According to Bungin, 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.²

During the initial process with the students, the researcher explained the nature of the study and that all interviews would be conducted in Bahasa Indonesia students' first language to elicit answers without limiting or inhibiting the students. Those who indicated a willingness to participate were scheduled for an interview.

Each interview spent for about ten minutes and was recorded with participants' permission. The interview guide was adapted from Price, focusing on foreign language anxiety. The following questions were asked:

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

² Burhan Bungin, *Penelitian Kualitatif: Edisi Kedua*, (Jakarta: Kencana Prenada Media Group, 2007), 111.

E. Data Analysis

In order to answer the research questions, data analysis is needed. It covers the anxiety level perceived by the students in learning English, their sources of anxiety in learning English as well as their strategies to overcome it.

1. The Levels of Students' Learning Anxiety

FLCAS consists of two kinds of statement which are positive and negative. The positive statement scale ranged from 1- 5 with answer "Strongly Agree" to "Strongly Disagree". While, the negative statement was ranging from 5- 1 with answer "Strongly Agree" to "Strongly Disagree". They are 9 positive statements in the questionnaire which are number 2, 5, 11, 14, 18, 22, 28, and 32. While, the negative statements was are in number 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33.

1). The Data Calculation

The data was calculated manually with the range of score started from 33 to 165. After the each score from students' results of FLCAS gained.

2). The Data Categorization

The data was categorized into some levels of anxiety started from "Very Anxious", "Anxious", "Mildly Anxious", "Relaxed" and "Very Relaxed" based on Oetting's scale.³

Table 3.1

³ Tesalonika Mayangta, *Students' Speaking Anxiety In An EFL Classroom*, (Bandung: Universitas Pendidikan Indonesia, 2013), 28.

FLCAS Anxiety Scale Adapted from Oetting's Scale

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

2. The Factors of Students' Anxiety

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

1). Data Reduction

First, the mass of the data has to be organized and somehow meaningfully reduced or reconfigured. According to Miles and Huberman, data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data.⁴

In reducing the data, the writer chose which aspects of the data that appeared in the interview transcriptions and field notes, should be emphasized, minimized, or set aside completely for the purposes of the research. Further, the writer put code on each meaningful unit based on the

⁴ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook, Second Edition*, (Thousand Oaks: SAGE Publications, 2019), 10.

list of codes (table 2).⁵ Then the writer examined all the relevant data sources for description and themes which will used for the research findings.

Table 3.2
List of Codes Factors Contribute to Anxiety

Factors Contribute to Anxiety	Codes
AF: Factors from teacher	AF-T
AF: Teachers' personality	AF-TP
AF: Speaking in front of the class	AF-TSP
AF: Incomprehensible Input	AF-TII
AF: Factors from students	AF-S
AF: Ridiculed by peers	AF-SR
AF: Beliefs about English	AF-SB
English is difficult	AF-SB/DF
Low self-esteem	AF-SB/LO
AF: Lack of preparation	AF-SLK

2). Data Display

Data display is the second phase in Miles and Huberman's model of qualitative data analysis. This phase provides an organized and compressed assembly of information that permits for conclusion drawing.

⁵ Anggiyana Mustachim, *Students' Anxiety In Learning English A Case Study*, (Jakarta: universitas Syarif Hidayatullah, 2014), 21.

The writer displayed the data that have been reduced in order to facilitate for data interpretation. It displayed in a table with the basic categories such as factors contribute to language anxiety.

3). Conclusion Drawing

Conclusion drawing involves stepping back to consider what analyzed data mean and to assess their implication for the research question. In this phase, the writer drew meaning from the data in a display.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

Name of the School : SMP Negeri 1 Sarjo

Head Master : Hastan, S.Ag

Reg. Number : 725A

Address : Urubanua hamlet, Sarjo village, Sarjo sub-district,
Pasangkayu district, West Sulawesi province.

Email : smpn01sarjo@gmail.com

Postal : 91574

Facilities and Infrastructure :

Table 4.1

Facilities and Infrastructure of the School

No	Types of facilities and infrastructure	Total	Note
1.	Principal's room	1	Fine
2.	Teachers room	1	Fine
3.	Classroom	8	Fine
4.	Administration room	1	Fine
5.	Prayer room	1	Fine
6.	Library	1	Fine
7.	Students' toilet	2	Fine
8.	Teacher's toilet	2	-
9.	Electricity/voltage	PLN/3600 watt	-

10.	Student's desk	234	Fine
11.	Student's chair	234	Fine
12.	White board	8	Fine
13.	Teacher's teaching desk and chair	26	Fine
14.	UKS	0	-
15.	Class cupboard	8	Fine
16.	Sofa for guest	3	
17.	Bookcase	3	
18.	File cabinet	1	
19.	Subject book	-	-
20.	Computer	35	Fine
21.	Printer	2	Fine
22.	Sport field	1	-
23.	Football field	1	-
24.	Official residence for the principal	1	Fine
25.	Official home for teachers	1	Fine

Source : Archive file belonging to SMP Negeri 1 Sarjo

a) Research Setting

The founding year of SMP Negeri 7 Pasangkayu in 2006, the initiators were community leaders, the village head at that time was still Mamuju district. after becoming Pasangkayu district, SMP Negeri 7 became SMP Negeri 1 Sarjo until now. as for the vision & mission of SMP Negeri 1 Sarjo, namely as follows:

Vision of SMP Negeri 1 Sarjo :

“Active, Creative, Clean, Enthusiastic, and Religious.

Mission of SMP Negeri 1 Sarjo :

1. To encourage optimal activity and creativity in all School components, especially students.
2. Optimize learning in order to improve student skills so that they have reliable performance.
3. Carry out learning and guidance effectively so that students' intelligence is continuously honed in order to create solid intellectual and emotional intelligence.
4. Enthusiastic about the development and advancement of science and technology.
5. Instill a love of cleanliness and beauty and care for the shady school environment.
6. Create a deep appreciation and high experience of religious teachings (Religion) so that maturity is created in thinking and action.

Tabel 4.2

Principal who had served at SMPN 1 Sarjo

No.	Name	Status	Served Year
1.	Nurdin S.Pd	Headmaster	2006-2009
2.	Mahmud Said S.Pd	Headmaster	2009-2010
3.	Baba M S.Pd	headmaster	2010-2012
4.	Hastan S.Pd	Headmaster	2012-untill now

Table 4.3

Teacher of SMP Negeri 1 Sarjo

No	Name	Position	Last. Education	Subject
1.	Hastan, S. Ag	Headmaster	S1	PAI
2.	Sukri, S. Ag	Vice Principal	S1	PAI
3.	Helena Heny Lerasina, S.Pd	Teacher	S1	PPKN
4.	Sulaeman, S.Pd	Teacher	S1	KIMIA
5.	Sofyan, S.Pd	Teacher	S1	English
6.	Kasri, S.Pd	Teacher	S1	IPS
7.	Arham, S.Pd	Teacher	S1	IPA
7	As'ad, S.Pd	Teacher	S1	MATHEMATIC
8.	Nurlina, S.Pd	Teacher	S1	MATHEMATICS

9.	Nazirah, S.Pd	Teacher	S1	INDONESIAN
10.	Faizin, S.Pd	Teacher	S1	COUNSELING GUIDANCE
11.	Ilmawa ti	Teacher	S1	IPA

b) Students' Anxiety

This research is done to identify what are the levels of anxiety experienced by the students' in an classroom and what factors do students believe to contribute to their anxiety in learning English. This research used a qualitative descriptive method. This research involved 25 second grade students of SMP Negeri 1 Sarjo. The data of this research was gained from questionnaire and interview.

The researcher used a close questionnaire called Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire as the first instrument In this research. The questionnaire adopted from Horwitz, which assessed the degree of learner's anxiety during English class. The FLCAS consists of 33-item questionnaire on how anxious foreign language learners feel in the classroom. The respondents of this research, is the second grade students of SMP Negeri 1 Sarjo were answered the questionnaire completely. The table below shows the result of students' response toward FLCAS questionnaire.

To figure out the level of students' anxiety while in speaking performance, the researcher done the scoring and categorize each student based on their responses in FLCAS questionnaire, as followed by table 2 below:

Table 4.4
Student's Scoring and categorizing

Respondent	Questionnaire Number																	Total Score	Level of Anxiety
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	100	Mildly Anxious
	2	2	3	2	2	3	4	2	3	2	2	4	3	4	2	4	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	2	2	4	3	4	3	4	4	3	2	3	4	4	3	4			
2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	112	Anxious
	3	4	3	3	4	4	4	4	4	4	2	2	3	4	1	3	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	4	4	4	3	3	4	3	4	3	4	2	4	4	4	4	4	4		
3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	121	Anxious
	3	3	5	3	2	4	5	3	5	2	4	4	5	2	4	4	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	4	5	4	5	2	4	3	3	4	3	4	4	4	4	3	4			
4	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	102	Mildly Anxious
	3	4	3	4	2	2	3	2	4	3	3	3	3	2	2	4	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	3	2	2	2	4	3	4	3	3	3	4	3	4	3	4			
5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	91	Mildly Anxious
	2	2	2	3	2	4	3	2	1	2	1	3	4	4	2	4	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	4	5	4	3	2	2	4	2	1	3	1	3	5	1	5	3			
6	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	121	Anxious
	4	4	5	4	1	3	5	3	5	5	1	4	3	4	3	4	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	4	4	3	3	3	4	4	3	4	4	4	3	4	5	3	5			
7	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	103	Mildly

	3	2	2	3	2	2	4	3	4	3	3	4	1	4	4	3	2		Anxious
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	1	3	4	4	3	2	4	2	4	3	5	4	3	4	4	4			
8	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	73	Relaxed
	1	2	2	4	1	2	2	2	3	2	3	2	2	4	2	2	1		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	1	3	2	2	3	2	2	3	2	2	1	3	2	2	4	4			
9	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	82	Relaxed
	3	4	3	4	1	2	4	3	4	2	4	2	2	3	1	3	1		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	2	3	3	2	2	4	3	1	3	1	1	2	1	3	3			
10	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	87	Mildly Anxious
	3	1	2	5	2	2	2	3	4	4	1	2	1	4	1	3	1		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	5	3	2	4	2	1	2	2	3	4	3	2	3	5	3			
11	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	73	Relaxed
	1	2	3	2	2	2	2	1	3	1	2	2	2	3	2	1	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	3	4	2	2	2	2	4	3	2	2	3	4	1	2	2			
12	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	83	Relaxed
	3	3	3	2	2	2	3	3	2	4	4	5	2	4	1	1	1		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	1	3	3	2	3	2	1	1	3	1	3	3	2	4	3			
13	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	79	Relaxed
	2	5	4	5	2	2	1	1	4	3	2	4	2	1	1	3	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	2	4	3	1	1	2	3	2	2	2	3	2	3	2	1			
14	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	68	Relaxed
	2	4	4	1	1	1	2	2	3	2	4	1	3	2	1	2	1		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	1	2	1	1	2	2	2	5	1	3	2	2	2	2	3	1			
15	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	113	Anxious
	1	3	4	5	4	3	4	4	5	5	3	2	4	4	2	4	3		

	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	4	3	3	2	3	4	4	3	4	4	1	4	3	4	4	3			
16	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	119	Anxious
	3	4	5	4	4	4	3	4	4	5	2	3	4	4	3	3	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	4	4	5	2	3	4	5	3	2	5	2	5	3	3	2	5			
17	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	89	Mildly Anxious
	4	4	2	2	3	2	3	4	2	2	4	2	2	3	2	2	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	3	2	2	3	3	2	3	2	2	3	3	3	3	4	3			
18	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	90	Mildly Anxious
	2	4	2	3	2	1	2	2	2	3	2	4	2	4	3	2	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	4	3	3	2	2	2	2	4	3	4	4	4	3	2	2	4			
19	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	101	Mildly Anxious
	4	4	3	3	3	3	4	3	3	3	3	2	3	3	3	2	1		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	4	3	2	3	3	4	4	4	4	1	3	3	3	3	4	3	4		
20	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	95	Mildly Anxious
	3	1	3	3	3	3	3	3	1	1	3	3	1	3	4	3	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	5	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3			
21	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	70	Relaxed
	2	2	3	4	1	2	2	2	3	2	3	2	2	2	1	3	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	2	2	1	1	2	2	2	2	2	2	3	2	1	3	3			
22	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	72	Relaxed
	2	2	3	4	1	2	2	2	3	2	3	2	2	2	1	3	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	2	2	1	1	2	2	2	2	2	2	3	2	1	3	3			
23	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	86	Relaxed
	2	4	4	4	2	4	4	2	4	2	2	4	4	4	2	2	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			

	4	2	4	4	2	4	4	4	4	4	4	4	4	4	2	4			
24	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	105	Mildly Anxious
	4	2	3	3	2	3	3	2	4	5	4	5	3	2	4	2	1		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	4	3	3	2	2	4	3	5	4	3	2	5	4	4	2	3			
25	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	104	Mildly Anxious
	5	1	4	4	1	4	4	1	5	5	2	5	3	2	4	2	1		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	3	3	2	2	4	3	5	4	3	2	5	4	4	2	3			

In this table 3 below shows the result of scoring and categorizing in student's anxiety level:

Table 4.5
The Summary of Student's Scoring and Categorizing

Range	Level	Number of Respondent
124 - 165	Very Anxious	0
108 - 123	Anxious	5
87 - 107	Mildly Anxious	11
66 - 86	Relaxed	9
33 - 65	Very Relaxed	0

25

c) Result of Interview

The data were gathered through structured interview with the participants who considered to be anxious in English class. The table below is a data display compiled from the interview. It shows what factors that might contribute to the student's anxiety.

Table 4.6
Factors Contribute to Anxiety

Respondents	Participants Answers/Factors Contribute to Anxiety (AF)
1 st Respondent	Unclear explanation [AF-TII], asked to speak in front of the class [AF-TSP], explain mostly in English [AF-TII], ridiculed by peers [AF-SR], limited vocabulary [AF-SB/LO], studying less [AF-SLK], asked by the teacher [AF-TSP], unannounced test [AF-TP], threatening attitude [AF-TP],
2 nd Respondent	Asked by the teacher [AF-TSP], unclear explanation [AF-TII], ignored by the teacher [AF-TP], getting left behind [AF-TII], studying less [AF-SLK], do not understand what teacher said [AF-TII], the teacher mostly using English [AF-TII], ridiculed by peers [AF-SR], the way teacher acts and behave [AF-TP],
3 rd Respondent	Being called by the teacher [AF-TSP], asked by the teacher to speak in front of the class [AF-TSP], having turn to speak [AF-TSP], unclear explanation [AF-TII], ridiculed by peers [AF-SR],
4 th Respondent	English is difficult [AF-SB/DF], do not understand what teacher said [AF-TII], explain too fast [AF-TII], speak in front of the class [AF-TSP], ridiculed by peers [AF-SR],
5 th Respondent	Ridiculed by peers [AF-SR], asked to speak in front of the class [AF-TSP], limited vocabulary [AF-SB/LO], English is

	difficult [AF-SB/DF],
6 th Respondent	Unclear explanation [AF-TII], asked to speak in front of the class [AF-TSP], ridiculed by peers [AF-SR], studying less [AFSLK], English is difficult [AF-SB/DF], feel other students are better [AF-SB/LO], explain too fast [AF-TII],
7 th Respondent	English is difficult [AF-SB/DF], speak in front of the class [AFTSP], ridiculed by peers [AF-SR],
8 th Respondent	Being called by the teacher [AF-TSP], asked to practice [AFTSP], do not understand what teacher said [AF-TII], ridiculed by peers [AF-SR],
9 th Respondent	English is difficult [AF-SB/DF], do not understand what teacher said [AF-TII], ridiculed by peers [AF-SR],
10 th Respondent	Suddenly asked by the teacher [AF-TSP], unclear explanation [AF-TII], fear of being ridiculed by others [AF-SR], feel other students are better [AF-SB/LO], limited vocabulary [AFSB/LO], English is difficult [AF-SB/DF], threatening attitude [AF-TP],

The full interview transcript can also be seen in based on the table 4, it shows that unclear explanation and speaking activities were the aspects that bothered the participants most about English class. They also spoke of their fear of making mistake and being ridiculed by peers. Further/then, when asked why feel so anxious, the participants responded that they feel anxious when do not

understand what teacher said and do not prepare enough. Again, they also spoke fear of being ridicule by peers so they became anxious. Moreover, they thought that they feel anxious because only had limited vocabulary and grammar knowledge. They also felt that other students are better than them.

While asked how people react if someone make a mistake, they all responded that their peers will laughed. The writer also examined the participants' beliefs about English language. Most of the participants also admitted that English was difficult. They thought that they need to know every word to understand what being said in English. They also thought that other students were better than them.

Further, the participants also asked how teacher influenced their feelings. They responded that the teacher can generate anxiety by the way they act and behave such as harsh and threatening method, spoke too much fast, and forced them to practice. Last, the participants suggested that the teacher should teach more slowly and comprehensible by using English moderately. They also wanted the teacher to encourage them and not forced them to practice. Moreover, they argued that a group learning and an extra time to absorb the lesson would be very helpful.

B. Discussion

In this section, the researcher discussed the result of questionnaire and interview. The writer used qualitative approach in analyzing the results.

1. The Level of Students' Learning Anxiety

Based on 33 items of statement in FLCAS questionnaire, there were varieties of responses from the all respondents. The researcher found out that,

there were 25 students who had different levels of anxiety in learning skill. [1] There were 5 students who experience “Anxious” level, and the range score for “Anxious” level started from 108-123. [2] There were 11 students are in “Mildly Anxious” level, it means a half of the respondents are in range score 87-107. [3] There were 9 students that had “Relaxed” level, and the range score of this level is started from 66-86. The researcher found that there were no respondents who are in “Very Anxious” and "Very Rilaxed" level in this research.

From the total of 25 respondents, only 5 students experience the “Anxious” level and the most of the respondents are in level mildly anxious, Anxious and Relaxed. Anxious is the highest level of anxiety 8 grade at SMP Negeri 1 Sarjo . Anxious is the feeling caused by the believes that something is different which makes them feel that they are being threaten by their surroundings. This usually comes from the response of fear and distress. The characteristics of people with anxious can be seen from their behavior or feeling that always agitated, confused, shaking, etc.

Later on, more than a half of the 11 students are in the level of mildly anxiety. It can be a normal condition when many people are also feeling tense or nervous when they have to perform something in front of other people (especially the lecturer/ teacher). Moderate anxiety is disturbing feeling caused by something different which makes people with moderate anxiety become nervous or agitated. The characteristics of people with moderate anxiety are the feelings of being uncomfortable, sensitive, unconsciousness, sound changes, sweating, headaches, back pain, etc.

Meanwhile, there are 9 students which in the level of “Relaxed” and their score are in satisfactory category. they have no problem with their anxiety level. They have relaxed level in learning.

Based on the results of questionnaires that have been distributed to 8 grade students of SMPN 1 Sarjo, the researchers did not find students who were very anxious and very relaxed. those who are extremely anxious have characteristics such as wanting to be free, poor eye contact, withdrawal, denial, a need for more space. And very relaxed traits in the very satisfying and excellent categories. Meaning that they don't have a problem with English lessons, so they really like to hear English lessons. and the researchers only found that students were anxious, mildly anxious and relaxed where the anxious had characteristics such as: anxiety, confusion, trembling etc., and mildly anxious had characteristics such as feeling uncomfortable, sensitive, unconscious with voice changes, sweating, headaches , back pain etc. whereas they relaxed they had no problem with their level of anxiety. So, from the above research results, 8th graders tend to be mildly anxious, it can be proven by table 4.5, therefore, it is important to become English teachers who are aware of anxiety among their students.

2. The Factor Contribute to Anxiety

The findings suggested several factors that possibly contribute to the students' anxiety in their English class. It also indicated that those factors were not only come from teacher but also the students. Based on the findings, the factors that contribute to anxiety could be classified as follows:

1). Factors Contribute to Anxiety comes from Teacher

a. Speaking in front of the Class

Five of the participants 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. One student reported that just simply being called on can produce anxiety. This factor of anxiety is evidenced in the observation and is confirmed in the interview with the following statement:

“kalau disuruh maju kedepan toh, biasanya sampai keluar keringat di seluruh tubuh. Nah itu bikin tambah malu lagi, tambah panik. Takut salah kalau maju ke depan, apalagi bahasa Inggris saya juga kurang lancar.”¹

Moreover, some of the participants 5 respondents confessed that they felt uneasy because all the students pay attention to them.

They fear of being negatively evaluated by both teacher and peers which can expose their inadequacies. Furthermore, they thought it might happen because of their limited vocabulary and grammatical knowledge.

During observation it also found that students appeared to be anxious when speaking in front of others. Some of them lowered their voices or read faster to avoid the teacher correction. While several other were likely to avoid their teacher by pretended to be busy writing a note or

¹ N. Student of SMP Negeri 1 Satjo

read a book. Few even refuse the teacher's instruction to practice their speaking skill in front of the class in an effort to avoid humiliation or embarrassment of being called to speak.

b. Incomprehensible Input

According to five participants, unclear explanation may also contribute to their anxiety in learning English. The interview indicated that most of the participants get so bothered when they don't understand a lesson. They told that they started to feel uneasy when they don't understand what teacher said. Some of them added that they fear they would not understand all the language input which simply increased the probability of their failure. This can be seen in one of the respondent's statement below.

“Kadang-kadang toh dari faktor gurunya, biasanya kalau menjelaskan tidak bagus, kurang paham. Jadinya toh merasa gelisah, kurang bagus rasanya.”²

Many 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 using English when giving a lesson. One replied that he got so annoyed when he didn't understand a lesson. The other one also admitted that an extra time would be very helpful for him to digest the lesson.

² H. *Students of SMP Negeri 1 Sarjo*

Moreover, the result of the observation revealed that some students looked confused when the teacher gave a lesson. A few even showed carelessness by chatting with their friend next to them or drawing something maybe to reduce their anxiousness.

c. Teachers' Personality and Attitude

There is two previous factors discussed, speaking in front of the class and incomprehensible input, both indicated that it was clear teacher had played significant role in the amount of anxiety. However, other factors mentioned by the participants were also appeared to be generated by teacher.

Several participants 5 respondents reported that they got anxious when teacher overly criticized students' mistake. It made them feel very intimidated. They also commented that they started to feel uncomfortable or worried when suddenly the teacher gave them a quiz or a test. Furthermore, they suggested that teacher should show their empathy and encouragement to their students. This can be clearly seen in a statement below.

“Terkadang itu guru cuma kasih pertanyaan terus tapi tidak dibantu , sengaja dikasih pertanyaan bisa atau tidak. terkadang juga gurunya marah jadi tidak bagus.”³

Few other students complained that the teacher sometimes showing apathetic attitude. One told his experience that one day he asked about a

³ M. Student of SMP Negeri 1 Sarjo

lesson but the teacher just ignored him. The teacher ordered him to ask his friend instead of answer the question. The other one told similar story. The teacher didn't want to repeat the explanation. He added the teacher accused him didn't hear the explanation so the teacher refused to repeat.

2). Factors Contribute to Anxiety comes from Students

a. Being laughed at by others

Another factor that play great role in contributing the participants into anxious feeling is unsupportive manner such as ridicule by peers or teacher (10 respondents). They all thought that people in their classroom will laugh at them if they make a mistake. In other words they all were very concerned about being laughed at by others or making fool of themselves in public. This factor of anxiety is evidenced in the observation and is confirmed in the interview with the following statement:

“kadang-kadang itu kalau reaksi teman-teman itu suka sekali menertawakan, jadi itu yang bikin tidak percaya diri, biasanya itu kadang-kadang ditertawakan juga, bikin malu jadinya. Kalau gurunya ya kadang-kadang gitu, senyum-senyum kaya tidak enak hati toh.”⁴

Even, some of them had painful memories of being ridiculed by other students. They admitted that their peers often ridiculed or even sometimes shouted at them if they make a mistake. It just simply makes them lose their focus and feel so embarrassed. This finding also indicated that is why they get so nervous when had to speak in front of the class.

⁴ Y. Student of SMP Negeri 1 Sarjo

In addition to, this finding is supported by the result of observation that indeed most students were likely to laughed at their peers when he or she made a mistake. The worst thing was the students who made mistake just started to lose their focus. Their mind went blank and remained silent for a moment. They fidgeting, squirming, stammering or stuttering. They looked so disturbed, worried and even sweating. While some of them just smiled or also laughed to cover their anxious feeling.

b. Students' Beliefs about the Language Learning

Certain beliefs were also found as factor that may contribute to students' anxiety. The interview revealed that English has gained reputation as notorious lesson. Six of the participants felt that English was a difficult subject. They often think that they just cannot speak correctly or understand the lesson. They also felt less competent than other students. They kept thinking that other students were way better than them. In other words they had a low self-esteem. This can be seen in one of the respondent's statement below.

*“Susah, susah sekali. Susahnya itu, cara bicaranya kayak masih bisa tapi menghafal seperti bikin kalimat berbicara seperti biasa dalam bahasa inggris itu yang masih susah.”*⁵

Next, some of them replied that they felt overwhelmed by the language rules. While several others admitted they had a problem with

⁵ S. Student of SMP Negeri 1 Sarjo

their vocabulary. They believed that in order to understand what being said in English they must understand every word.

Moreover, during observation it also revealed that students were too afraid to become active in their classroom. Most students were passive. They preferred to wait for the teachers, just followed, and did whatever the teacher told them to do.

c. Lack of Preparation

The findings indicated that lack of preparation was also factors that contribute to the students' anxiety 3 respondents. Few admitted that they usually get very anxious when they didn't prepare enough for test or speaking practice. One blamed himself for get so much worried because he was studying less. This can be clearly seen in a statement below.

“Hmm kalau maju ke depan sudah ada persiapannya tidak cemas kecuali kalau tidak ada persiapannya, cemas. Kalau sudah ada persiapannya itu yah bisa - bisa saja, pede-pede saja.”⁶

⁶ K. Student of SMP Negeri 1 Sarjo

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the previous discussion and the result of the research above, the researcher concludes that:

1. The results 11 students, of them were at the moderate level of anxiety, 5 students were at the Anxious level, and 9 were at Relaxed. Students experience class anxiety it affects them negatively. Therefore, it is important to become English teachers aware of the anxiety among their students.
2. From the research results, there are various factors that may occur contribute to their anxiety. At least six factors were found these lessons, they are: speaking in front of the class, being laughed at other, incomprehensible input, teacher, student beliefs, lack preparation. The source of these factors is not only from teachers but also from students. Apart from that, these factors are discussed in this study. Which deepens our understanding of foreign language anxiety.

B. Suggestions

In favor of increase the English teaching quality, the researcher would like to give so suggestions as follows:

1. Teachers should be aware of the foreign language anxiety in class, because anxiety has become an important factor influencing student language learning process. Therefore, English is required teacher to find out the level of student anxiety at the beginning of the order treat students well during the learning process.

2. Every student has different levels of anxiety. To Students who have high anxiety need to be involved to reduce anxiety in the classroom. The students must cooperate with each other to creating a comfortable environment in the classroom. The students with low anxiety level should not ridicule other high-anxiety students; they have to help them when they get into trouble. They must be aware of that Making mistakes in learning a foreign language is common and it is naturalness.

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Students' Anxiety in Learning English at the First Grade of SMP 1 Sarjo

Judul II

The Correlation Between Students Learning Style Preferences and Their Achievement at The First Grade of SMP 1 Sarjo

Judul III

The Correlation of Topic Interest on The Reading Comprehension Ability at The first Grade of SMP 1 Sarjo

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- KEEMPAT** : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
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STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Nomor : 044 /In.13/F.I/PP.00.9/1/2021
Sifat : Penting
Lampiran : -
Perihal : **Undangan Menghadiri Ujian Skripsi.**

Palu, 5 Januari 2021

Yth. Bapak/Ibu Tim Penguji Skripsi
Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu

1. Dr. Hj. Nur Asmawati, S.Ag., M.Hum
2. Prof. Dr. H. Rusli, S.Ag., M.Soc. Sc.
3. Khaeruddin Yusuf, S.Pd.I., M.Phil.
4. Drs. Muhammad Ihsan, M.Ag
5. Yuni Amelia, S.Pd., M.Pd

Palu

Assalamualaikum wr.wb.

Dalam rangka pelaksanaan Ujian Munaqasyah Mahaiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu :

Nama : Kasmia
NIM : 16.1.16.0020
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : STUDENTS' ANXIETY IN LEARNING ENGLISH OF THE EIGHT GREDE AT SMP NEGERI 1 SARJO

dengan hormat kami mohon kesediaanya untuk menguji Skripsi tersebut, yang akan dilaksanakan pada :

Hari/tanggal : Jum'at, 8 Januari 2021
Jam : 10.00 - Selesai
Meja Sidang : -
Tempat : Di Laksanakan Secara Daring (Online)

Demikian, atas kehadirannya diucapkan terima kasih.

Wassalam,

a.n. Dekan
Ketua Prodi Tadris Bahasa Inggris

Dr. Hj. Nur Asmawati, S.Ag., M.Hum
NIP. 19740726 200003 2 002

Tembusan :

1. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu;
2. Kepala Bagian Tata Usaha FTIK IAIN Palu;
3. Mahasiswa yang bersangkutan.

Catatan Bagi Peserta Ujian Skripsi :

1. Berpakaian Jas Lengkap + Kopyah (Pria).
2. Berpakaian Kebaya Muslimah (Wanita).

TATA TERTIB SEMINAR

A. PENDAFTARAN

1. Minimal satu minggu sebelum seminar telah mendaftar kepada Ketua Jurusan dan menyerahkan proposal 3 eksemplar (1 Dosen Pembimbing I, 1 Dosen Pembimbing II dan 1 Ketua Jurusan).
2. Menyiapkan abstrak dan pokok-pokok pikiran dalam bentuk Hand Out/Print Out Power Point untuk dibagikan kepada calon peserta seminar.
3. Membuat pengumuman seminar dan menempelkannya di depan pengumuman dengan sepengetahuan Ketua Jurusan.
4. Telah melaksanakan/menghadiri seminar minimal 10 kali.

B. PELAKSANAAN SEMINAR

1. Dihadiri minimal oleh seorang Dosen Pembimbing dan Ketua Jurusan serta 20 orang pembeding umum (mahasiswa).
2. Waktu seminar 1-2 jam.
3. Meminta hasil penilaian/koreksian/perbaikan sesaat setelah seminar usai, kepada Dosen Pembimbing dan Ketua Jurusan.

KARTU SEMINAR

PROPOSAL SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN

NAMA : *Kaswiah*
T.T.L : *Lanta, 04 Juni 1997*
NIM. : *16.1.16.0020*
JURUSAN : *T.Bi*
ALAMAT : *Pasarungayu*



INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU

**KARTU SEMINAR PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU**

FOTO 4 X 3

NAMA	: Kuswidi
NIM.	: 16.1.16.0020
JURUSAN	: TBI

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Kamis/23-Mer-2019	Moh. Saefi'i	THE EFFECTIVENESS OF KNOW, UOAST LEARNED SKILL) STRATEGY IN IMPROVING STUDENTS READING COMPREHENSION AT EIGHTH GRADE STUDENTS OF SMP NEGERI 4 PALU	1. DR. H. JAUHARISAMUWAHIS, S. Ag. M. Pd. 2. Anukuliahana, S. Pd. M. Pd.	
2	Kamis/21-11-2019.	Nasrullah. A. Supu	upaya peningkatan kemampuan literasi dan keterampilan menulis di kalangan mahasiswa S1 di STKIP Muhammadiyah Palu	1. Dra. Refoliah, M. Pd. I 2. Salahuddin, S. Ag, M. Ag.	
3	Kamis/21-11-2019	Farida	Improving Students' pronunciation of English words sound by using Smart Card in the classroom to the seventh grade of SMP Negeri 1 Sindaia	1. Drs. Muchamad Husam, M. Ag. 2. Anukuliahana, S. Pd. M. Pd.	
4	Jumat/22/11/2019	Asy-Syifa Saqir	Pengaruh program ekstrakurikuler dalam pembentukan karakter peserta didik di MIN 1 Palu	1. Dr. Rusdin. M. Pd. 2. Elya., S. Ag., M. Ag.	
5	Selasa 26-11-2019	HAWANIA AMARUDDIN	Meningkatkan kreativitas anak melalui pengabdian masyarakat di Banta, tangerang di TK Perpadu Mawarita Palu	1. Dr. Refoliah, M. Pd. I 2. Kasawati, S. Ag. M. Pd.	
6	Selasa 03-12-2019.	ANASTIS MANASSEH Novita Sari S. Kamumu	Analisis Manajemen Bimbingan dan Konseling dalam Meningkatkan Minat Belajar Peserta Didik di SMA B & Palu.	1. Dr. H. Astar, M. Pd 2. Dr. Moh. Ali. M. Pd. I.	
7	16-12-2019	Fitria	Peran Media Visual Dalam Meningkatkan Kinerja Anak Di KB PAUD Kartini Desa Sebodo Kecamatan Palu	1. Dr. Fatmahan Saquni, M. Si 2. Dr. H. J. Marwan, S. Ag, M. Pd.	
8	Senin/16-12-2019.	Raihana.	Implementasi ekstrakurikuler dalam arab dalam Meningkatkan Motivasi Al-Falam Pesantren Muhammadiyah Al-Falam Pesantren Muhammadiyah Palu	1. H. Ahmad Cahri Winandana 2. I. Umrah, S. Ag., M. Pd.	
9	Selasa/17-12-2019.	Riska Maulina	Hubungan antara Metode F. Metode Al-Furqan Al-Furqan dan Prestasi belajar peserta didik di MTsN 2 Kota Palu.	1. Drs. H. Ahmad Asse, M. Pd. I 2. Muchamad Nur Aswadi Saquni.	
10	Selasa/17-12-2019.	Nahmatullah.	Penerapan E-learning id penelitian di ITK IAIN Palu	1. Dr. Muchamad Muchamad Saquni, M. Ag. 2. Muchamad W. Aswadi Saquni, M. Pd.	

catatan: Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو

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Nomor : 1498/In.13/F.I/PP.00.9/10/2020
Lampiran : -
Hal : Izin Penelitian Untuk
Menyusun Skripsi

Palu, 07 Oktober 2020

Yth. Kepala Sekolah Menengah (SMP) Negeri 1 Sarjo

Di
Tempat

Assalamualaikum w.w

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu :

Nama : Kasmia
NIM : 16.1.16.0020
Tempat Tanggal Lahir : Lanta, 04 Juni 1997
Semester : XI (Sembilan)
Program Studi : Tadris Bahasa Inggris
Alamat : Tipo
Judul Skripsi : STUDENTS' ANXIETY IN LEARNING ENGLISH OF THE
EIGHT GRADE AT SMP NEGERI 1 SARJO
No. HP : 082187533786

Dosen Pembimbing :
1. Dr. Muhammad Ihsan, M.Ag
2. Yuni Amelia, S.Pd., M.Pd

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah Menengah Pertama (SMP) Negeri 1 Sarjo

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,

Dekan,



Dr. Mohamad Idhan, S.Ag., M.Ag.
NIP. 19720126 200003 1 001

Tembusan :
1. Rektor IAIN Palu;
2. Kepala Biro AUAK IAIN Palu;
3. Dosen Pembimbing;
4. Mahasiswa yang bersangkutan.



**PEMERINTAH KABUPATEN PASANGKAYU
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SEKOLAH MENENGAH PERTAMA NEGERI 01 SARJO
DESA SARJO KEC. SARJO**

Alamat : Dusun Uru Banua, Desa Sarjo Kec. Sarjo, Kab. Pasangkayu Provinsi Sul-Bar Kode Pos 91574,
E-Mail : smpn01sarjo@gmail.com



SURAT KETERANGAN

Nomor : 412.2 / 226/SMPN01-SRJ/XI/2020

Yang bertanda tangan di bawah ini :

Nama : HASTAN, S.Ag
NIP. : 19730729 200604 1 005
Pangkat/Gol. Ruang : Pembina, IV/a
Jabatan : Kepala Sekolah

Menerangkan dengan sesungguhnya bahwa :

Nama : **KASMIATI**
No. Stbk : 16.1.16.0020
Asal Perg. Tinggi : Institut Agama Islam Negeri Palu
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Benar telah melaksanakan penelitian di SMP Negeri 01 Sarjo untuk memperoleh data guna penyusunan Tugas Akhir Skripsi dengan judul : **"Students' Anxiety in Learning English Of The Eight Grade at SMP Negeri 01 Sarjo"**

Demikianlah surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Sarjo, 20 November 2020

Kepala Sekolah



HASTAN, S.Ag

NIP.19730729 200604 1 005

DOCUMENTATION



Take picture after meeting with Headmaster of SMP Negeri 1 Sarjo



Take picture with English Teacher of SMP Negeri 1 Sarjo



The Students work on Questionnaire



Lab Computer of SMP Negeri 1 Sarjo



The Mosque of SMP Negeri 1 Sarjo



The Official Home for Teachers



Entrance Gate of SMP Negeri 1 Sarjo

CURRICULUM VITAE



A. Personal Identity

- Name: Kasmianti
- Place/date.Born: Balabonda, June 04, 1997
- Citizenship : Indonesia
- NIM. : 16.1.16.0020
- Address : Jl. Buluri, Kelurahan Tipo
- No. Hp : 082187533786
- Email: cKumalasary97@gmail.com
- Facebook : Cichy Wkarier
- Father's Name : Abd. Kadir
- Mother's Name : Muliati

B. Educational in Detail

- SDN Balabonda (2005-2010)
- SMPN 7 Pasangkayu (2010-2013)
- SMKN 1 Sarjo (2013-2016)

C. Organization Experience

- HMJ TBIG (member)
- LDK Al-Abrar IAIN Palu