AN ANALYSIS OF ANXIETY OF LEARNING ENGLISH FACED BY THE ELEVENTH GRADE STUDENTS OF SMAN 2 SAWAHLUNTO.

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ABSTRACT

The purpose of this research was to describe the anxiety of learning English faced by the eleventh-grade students' at SMAN 2 Sawahlunto. The design of this research was the descriptive research. The population of this research was all of the eleventh-grade students' at SMAN 2 Sawahlunto. Stratified cluster random sampling was used on this research and number of samples was 60 students. The data were collected through a questionnaire. According to the questionnaire, there are various factors that may contribute to their anxiety. After the researcher got the results of the average values from external and internal factors, the researcher compared them and found that the dominant factor in triggering students' anxiety is internal factor. It was proven by fact that 80% students had anxiety triggering by the internal factor, and 34% students had anxiety triggering by the external factors.
Keywords: Anxiety, Learning English.

INTRODUCTION

Emotions are important in the classroom since it has an impact on learning. That can influence learners' ability to process information and to accurately understand what they encounter. According to Brown (1991) emotions affect learning in the most fundamental way because they are the foundation of learning strategies and techniques. In other words, emotional state can encourage or discourage learning. For example, students learn and perform more successfully when they feel secure, happy, and excited about the subject matter. Emotions have the potential to energize students' thinking and also have the potential to interfere with learning. Negative emotions such as anger, anxiety, and sadness have the potential to distract students' learning efforts.

Unfortunately, in the case of foreign language learning, students' emotions tend to be more discouraging rather than encouraging. One of the emotional states that make such process becomes difficult is anxiety. Emotional state such as anxiety can distract students in the language learning process. Feeling of tention, worry and nervousness will impede students' ability to perform successfully in a foreign language classroom. According to Oxford (1999) "Most language research shows a negative relationship between anxiety and performance". Anxiety harms students' performance by way of worry, self-doubt, and reducing participation. In addition, according to Krashen (2013) debiliating anxiety can raise the affective filter and for a self doubt that prevents a comprehensible input form being used for language acquisition. 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 escalate their anxiety.

There are some studies related to this research. The first study was conducted by Worde (2003), 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 are the main causes of learning anxiety. Chan and Wu (2004) conducted a study of foreign language anxiety of EFL elementary school students in Taipei. By the way of questionnaire, interviews, classroom observations, and document collection, they found five sources of language anxiety. Marwan (2007) investigated Indonesian 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. In a similar study, William and Andrade (2008) 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 [7]. The last one Keiko Iizuka (2010), the results showed that students experienced anxiety in some context as follows: participating in class without enough preparation, speaking in front of the class, difficulty in following teachers' (and classmate) talk, fear of making mistake in presentation, and student's feeling about his/her own English proficienc.

Meanwhile during the observation in SMAN 2 Sawahlunto, the writter found signs of anxiety among the students. Many of them got nervous, created avoidance and reduce participation in the classroom. They were afraid and shy to pratice with the target language, in this case the target language is English, because they were worried about making mistake. One of them thought if he made mistake, the teacher would get angry and their friends would mock him. So, he preferred to be quiet and sit passively. While some of them also believed that English is a difficult subject. Such beliefs can affect their sef-esteem and lead them to feel worry in classroom. In the end, when they were asked to practice, they started to stutter.

In other words, anxiety can hinder the students from attaining the objectives of their English learning. Since anxiety can have major effects on foreign language learning, it is important to analyze the students' anxiety. Therefore, the writer is eager to investigate what factors, as perceived by students, may cause the anxiety in an attempt to understand the issue of anxiety in leangning English more deeply.

METHOD

The design the research was descriptive research. According to Gay (1987:189), descriptive method involves collecting data in order to answer question concering the current status of subject of the study. The population of this research was 11th grade students of SMAN 2 Sawahlunto. The number of the population of this study was 177 students and they were distributed into 6 clasess and they were separated into two majors; MIPA and IPS. To select the representative sample for this research, the researcher using the stratified cluster random technique. Stratified sampling is the process of selecting a sample in which certain subgroups, or strata, are selected for the sample in the same proportions as they exist in the population Refnita,(2018:78). This technique is used when the population has members or elements that are not homogeneous and proportionally stratified. By this sampling technique,the researcher took 2 classes as data sources,which is XI MIPA 1 and XI IPS 1.

In this research, the researcher used the questionnaire to collect the data. The questionnaire that researcher used is from the FLCAS (Foreign Langue Classroom Anxiety Scale) developed by Horwitz et.al (1991). This questionnaire contains 33 questions consisting of three options indicating the scale; Agree (SA), Neutral (N), Dissagree (SD)

This questionnaire is adapted from Horwitz et.al (1991) but the options was modified by researcher. Furthermore, responses to the questionnaire scored by using likert scale where the interval between each point of the scale is to extend agreement and disagreement toward particular statement.

The data in this study were collected with the following procedures: first, the researcher explained the instructions of the collecting data process to the students.; second, the students answered the questionnaire by themself.; third, the researcher collected the student's answer sheets; fourth, the researcher counted the tendency for each item based on the answer sheets; fifth, after counting the tendency for each item of the questionnaire, the researcher grouped the internal and external factors contribute to students' anxiety. In analyzing the data, the researcher used this following procedures: first, the researcher showed the raw score from the questionnaire; second, the researcher calculated the average value based on the questionnaire; third, the researcher classified students who experience anxiety with criteria $\geq$ 68; fourth, the researcher determined the factors by comparing the internal and external average values.

FINDINGS AND DISCUSSIONS

The results of the data analysis are presented in this part. The data were collected by applying questionnaire to obtain the accurate and valid data. The researcher used close-ended questionnaire consisting of 33 items, all of the items was about anxiety while learning English that would be answer the research question. Based on the result from the questionnaire, the researcher found that the most factors of students anxiety in learning English was unconfidence with their English skill, followed by their lack of preparation and afraid to being laugh by their friends. That students might feel anxious at some situations. Students were mostly anxious in speaking activities such as speaking in front of the class, being called on by the teacher or waiting turn to speak. They also shy and worried about concequences.

Tabel 1. Internal Factor in Questionnaire Items

Internal Factor	Number of Questionnaire Items
Unconfidence	1,4,7,11,15,21,23,24,26,32
Fear of making mistake	2,8,10,18,19
Lack of preparation	9,16,17,22,29,33
Shyness	13,14

It also revealed that students often laughed at student who made a mistake. Some students appeared to be anxious when their friends ridiculed them. Further, it also appeared that students might feel anxious with the class situation. They began to feel uneasy when not understand the lesson.

Tabel 2. Eksternal Factors in Questionnaire Items

Internal Factor	Number of Questionnaire Items
Fear of being laugh by others	31
Class situation	5,6,12,25,27,28,30
Fear of being called	3,20

Based on the questionnaire, there are some factors contributing to students anxiety. There external and internal factors. Internal factor are consist of unconfidance, fear of making mistake, shyness and lack of preparation. Meanwhile the external factors consist of fear of being called, class situation, fear

of being called . It is in line with Musthachim (2010), she also found the same factors contributing to anxiety faced by students while learning English. She found the factors contributing to students' anxiety, but the diffrent is in this thesis the researcher explained and focused on the factors factor that can caused the anxiety in senior high school and factors that are more dominant contributing to students anxiety. The more factors that contribute to anxiety in this study could be classified as follows:

- **Internal Factors**
  1) Lack of Preparation

The findings indicated that lack of preparation was also factors that contribute to the students' anxiety. 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. Similar result was found by Marwan (2007) that lack of preparation was the major contributor of students' anxiety. In addition, Iizuka (2010) also found that participating in class without enough preparation often lead to anxiety.

  2) Unconfidence

The students belief that other friends were more fluents and better knowledge than them. Even though they already prepared but they feel still anxious. It makes they had an insecure and creat anxiety in themselves when learning English. This can increase the lack of confident of each student during learning. In addition, Price (1991) found that anxious students believed their language skill were weaker than any other students. He added that unsuccessful language learner often have lower self-esteem than successful language learner. Similar result was found by Marwan (2007) that lack of confidence is one of the primary causes of students' anxiety.

  3) Shyness

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.

  4) Fear of making mistake

Few of the students felt that English was a difficult subject. The students also think that if they made mistake the teacher will give them a harsh comment and giving a low assesment.

- **Eksternal Factors**
  1.) Fear of being laugh by others

Some of them had painful memories of being ridiculed by other students. They admitted that their friends 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.

  2.) Fear of being called

During learning the students feel 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 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. 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. These finding is also consistent with Koch and Terrel, as cited in Oxford (1999) that oral presentation is the most activities producing anxiety. He added that being called on to respond orally was also anxiety producing. Horwitz et al. (1986) also noted that students are very self-conscious about speaking foreign language in front of others students, those feeling often lead to fear or even panic.

  3.) Class situation

Some of the students felt uneasy because all the students too focus and pay attention to teacher. They also felt uneasy when class begun and the teacher made too many rules while learning. Based on the factors mentioned above, the factor that is more dominant in influencing students anxiety in learning English is the internal factor.

CONCLUSIONS AND SUGGESTIONS

While other studies of foreign language anxiety focus on either both college or junior school level, this present study focus on senior school level and shows clear and convincing evidence 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 seven factors which are found in this study, they are: being laughed at by others, students felt unconfidence with the subject, and lack of preparation, fear of being called, fear of making mistake, class situation, and shyness. The sources of these factors are from the students. Moreover, those factors were discussed in this study, which deepened to our understanding of foreign language anxiety.The experiences of the students provide a great deal of information about students' anxiety in learning English. They offer insights on what may contribute to their anxiety as well as what teacher can do to reduce that anxiety. In other words students can provide valuable information about their anxiety in learning English. Therefore, it is important to use their insights to create a more relaxing environment.After the researcher got the results of the average values from external and internal factors, the researcher compared them and found that the dominant factor in triggering students' anxiety is internal factor. It was proven by fact that 32 students had anxiety triggering by the internal factor, and 28 students had anxiety triggering by the external factors.Although this study was carried out with a quite large number of participants within a short period of time, the findings provide some useful information that can be used by both teacher and students to improve the quality of English teaching and learning.Based on the conclussion state above, Researcher propose two suggestions;

Teacher should manage class verywell in order to avoid students from anxiety. The researcher is suggested to investigate students anxiety specifically on language skill respectively.
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