

**THE STUDENTS ANXIETY IN LEARNING ENGLISH AT SMP
NEGERI 2 KERINCI ACADEMIC
YEAR 2019-2020**

THESIS



**INSTITUT AGAMA ISLAM NEGERI
K E R I N C I**

**ISLAMIC STATE INTITUDE (IAIN) KERINCI THE
FACULTY OF EDUCATION TEACHERS TRAINING
ENGLISH EDUCATION DEPARTEMEN
2020 M / 1442 H**

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NEGERI 2 KERINCI ACADEMIC
YEAR 2019-2020**

THESIS

Submitted as a Partial Fulfillment of the Requirements for Undergraduate Degree
at English Education Program in Faculty of Education and Teacher Training State
Islamic Institute of Kerinci

By:

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**INSTITUT AGAMA ISLAM NEGERI
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2020 M / 1442**

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Sungai Penuh, 2020

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OFFICAL NOTE

Assalamu'alaikum Warahmatullahi Wabarakatuh

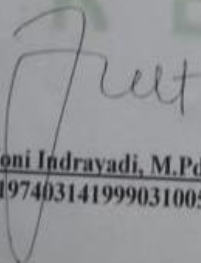
After reading, anaing, and correcting, the writing of SUSRI YANTI thesis, (the students number is 1610203020) entitle: **The Student's Anxiety In Learning English At SMP Negeri 2 Kerinci Academic year 2019/2020**, We are of the opinion that thesis has met the qualification as one of partial fulfilment of the requireent for an undergraduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute of Kerinci.

Thus, we proccesed this thesis to the faculty for immediate administrutiv process for final examination.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

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APPROVAL AND ACCEPTANCE

This thesis which is the entitled "THE STUDENT'S ANXIETY IN LEARNING ENGLISH AT SMP NEGERI 2 KERINCI ACADEMIC YEAR 2019-2020" written by SUSRI YANTI , NIM 1610203020 has been defended before the board of examinations (Munaqasah) on 24 November 2020 and was approved degree (S1) in English Department of Tarbiyah Faculty of IAIN Kerinci.

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CERTIFICATE OF ORIGINALITY

The researcher hereby declare that thesis entitled "*The Students Anxiety In Learning English At SMP Negeri 2 Kerinci Academic Year 2019-2020*" is the researcher own work and that, to the best of the researcher knowledge and belief, it contains no material previously published or written by another person, no material which to a substantial extent has been accepted for the ward of any other educational institutional, except where due acknowledgement is made in the thesis. Any contribution made to the research by others, with whom the researcher have worked at State Institute of Kerinci or else where is fully acknowledged.

The researcher also declare that the intellectual content of this thesis is the product of the researcher own work, except to the extent that the assitance from others in the project's design and conception or in style, presentation and linguistic expression is acknowledge.

Sungai Penuh, 27 Oktober 2020

The Researcher



SUSRI YANTI
NIM: 1610203020

DEDICATION AND MOTTO

DEDICATION

I dedicate this work
For my beloved father and mother and also my younger siblings
Hopefully be a longing antidote
In my fatigue all this time.
The success of being a witness to
All sacrifice and dedication.
But still I realize all this has not been achieved
Comparable to the sweat and spirit of sacrifice
From people who have educated and raised me.
I believe tomorrow will be better than today
To realize hopes and ideals
May Allah always bless my struggle, amen ...

MOTTO



Meaning : "So Moses came out of the city with fear waiting with worry, he prayed:" O my Lord, save me from the wrongdoers ".¹ (Surah al-Qasas: 21)

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¹ Ministry of Religion of the Republic of Indonesia, Al-Qur'an and its translation, Bandung: CV. Jumanatul Ali Publisher, 2005), p. 234

ABSTRACT

SUSRI YANTI 2020 : The Students Anxiety In Learning English At SMP Negeri 2 Kerinci Academic Year 2019-2020

**ADVISORS : 1. Dr. Toni Indrayadi, M.Pd
2. Heri Mudra, M.Pd**

Abstract

Anxiety can affect all types of people in different ways. For example, a student may experience anxiety before taking a final exam. Anxiety can come in the form of fears or phobias, from the fear of spiders to the fear of long words. The truth is anxiety affects every human being at some point in their life. A person who has persistent or severe anxiety is said to have an anxiety disorder. In SMP Negeri 2 Kerinci, many students are anxious about learning English. In addition, they often remain silent when asked questions by the teacher. This can be seen from the attitude of students who often ask questions about good answers, this research was conducted at SMP Negeri 2 Kerinci with the type of field research with a quantitative approach, while the data analysis techniques were questionnaires and observations and types of secondary and primary data. who make good use of study time outside of class hours it will be able to improve student achievement. The better the use of study time outside of class hours, the better the learning achievement of students in class VIII of SMP Negeri 2 Kerinci in the academic year 2019/2020

**SUSRI YANTI 2020 : The Students Anxiety In Learning English At SMP
Negeri 2 Kerinci Academic Year 2019-2020**

**Pembimbing : 1. Dr. Toni Indrayadi, M.Pd
2. Heri Mudra, M.Pd**

Abstrak

Kecemasan dapat mempengaruhi semua jenis orang dengan cara yang berbeda. Misalnya, seorang siswa mungkin mengalami kecemasan sebelum mengikuti ujian akhir. Kecemasan bisa datang dalam bentuk ketakutan atau fobia, dari ketakutan akan laba-laba hingga ketakutan akan kata-kata yang panjang. Yang benar adalah kecemasan mempengaruhi setiap manusia di beberapa titik dalam hidup mereka. Seseorang yang mengalami kecemasan yang terus-menerus atau berat dikatakan mengalami gangguan kecemasan. Di SMP Negeri 2 Kerinci, banyak siswa yang gelisah untuk belajar bahasa Inggris. Selain itu, mereka sering berdiam diri saat ditanyai oleh guru. Hal ini terlihat dari sikap siswa yang sering bertanya tentang jawaban yang baik, penelitian ini dilakukan di SMP Negeri 2 Kerinci dengan jenis penelitian lapangan dengan pendekatan kuantitatif, sedangkan teknik analisis datanya adalah angket dan observasi serta jenis sekunder. dan data primer. yang memanfaatkan waktu belajar dengan baik di luar jam pelajaran akan dapat meningkatkan prestasi belajar siswa. Semakin baik penggunaan waktu belajar di luar jam pelajaran, semakin baik pula prestasi belajar siswa kelas VIII SMP Negeri 2 Kerinci tahun pelajaran 2019/2020.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَبِهِ نَسْتَعِينُ عَلَى أُمُورِ الدُّنْيَا وَالْآخِرَةِ وَالصَّلَاةُ وَالسَّلَامُ عَلَى سَيِّدِ
الْمُرْسَلِينَ مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ

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Then, this thesis is one of the requirements to get undergraduate degree at English Education Program of Faculty Education and Teacher Training at State Islamic Institute of Kerinci. As long as accomplish this thesis entitle “*The Students Anxiety In Learning English At SMP Negeri 2 Kerinci Academic Year 2019-2020*”. The researcher got difficulties, but by guidance and support from other parties the researcher would like to express thank to:

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INSTITUT AGAMA ISLAM NEGERI
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Sungai Penuh, 27 Oktober 2020

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SUSRI YANTI
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CHAPTER I

INTRODUCTION

A. TheBackground

English is one of the famous international languages, many people now use English as their intermediary language. It is proven that English has been adopted as the official language of scientific book, commence, and also education. In Indonesia, English is compulsory subject at junior high school, senior high school, and university as well. The efforts to get skills or sciences are human's effort to fulfill their necessities which are nothing or not yet before. Learning English is to gain English knowledge or skill in a subject or activity or the process of English and understanding that leads to the modification of attitudes and behaviors through the acquisition of knowledge, skills, and values through study and experience.²

Language anxiety is the feeling of anxious in learning English. Anxiety is a feeling of nervousness, apprehension, fear, or worry. Some fears and worries are justified, such as worry about a loved one or in anticipation of taking a quiz, test, or other examination. Problem anxiety interferes with the sufferer's ability to sleep or otherwise function. It is noteworthy that teenagers are particularly susceptible to having irritability as a symptom of a number of emotional problems, including anxiety. Anxiety may occur without

¹ Baharuddin., EsaNurWahyuni, M. Pd., Learning and Learning Theory. Jogjakarta: Ar- Ruzz Media, 2008. P 13.

a cause,orit may occur based on a real situation but may be out of proportion to what would normally be expected. Severe anxiety can have a serious



impact on daily life.³

Anxiety can affect all types of people in many different ways. For example, a student may experience anxiety before taking a final exam. Anxiety can come in the form of fears or phobias, ranging from the fear of spiders to the fear of long words. The truth is anxiety affects every human being at some point in their lives. A person who suffers from constant or severe fits of anxiety is said to have an anxiety disorder.⁴

Spielberger states that there are two kinds of anxiety, as follows:

1. State anxiety

State anxiety means emotional conditions states that will be high on the level if it is on the dangerous condition. In state anxiety, the people feel subjectivity, and they feel afraid, worry and nervous that is related on the active of otonomneuro system. It means that the anxiety of students in speaking, especially in conveying opinions. It happened on specific condition that can be dangerous for students.

2. Trait anxiety

It is an influence of reflection from the old experiences in some conditions that can determine the different of individual. There are three components of foreign language anxiety have been identified, in order to break down the construct into researchable issues:

3. Communication apprehension, arising from learners' inability to adequately express mature thoughts and ideas

²Melissa Conrad Stoppler MD, *Anxiety*, in: <http://www.anxiety.net/> on Januari 14, 2011.

⁴Brown, H Douglas., *Principles of Language Learning and Teaching Fourth Edition*. San Fransisco: State University Longman. Inc. 2000.P. 151.

4. Fear of negative social evaluation, arising from a learner's need to make a positive social impression on others;and
5. Test anxiety or apprehension over academicevaluation⁵.

Anxiety plays a small role when someone tries to learn a language. Now, learning process is supported by motivation and language aptitude that have dominant role in learning process. Anxiety in speaking can discourage the students not to speak in front of class. So that, they are not active in speaking, exploring the ideas or opinions and prefer to be silent. Meanwhile, anxiety can influence the achievement of students in speaking. If the level of anxiety is high, automatically their achievement will be low and vice. So, anxiety should be controlled not only by students but also teacher has an important role.

Based on the researcher's preliminary observations of grade 8 students of SMP Negeri 2 Kerinci, there is student anxiety in learning where they often remain silent when asked questions by the teacher. This can be seen from the attitude of students who often ask their friends about good answers.

The researcher noted the phenomenon of student anxiety that occurs when students learn English as follows:

1. Most students feel nervous about learning English.
2. Most students feel anxious about making mistakes in learning English.
3. Most students lack confidence in learning English.
4. Most of the students' anxiety of not being able to answer questions from their teachers.

5. Most students gave little response during the teaching and learning process.
6. Most students feel anxious about failing a test.
7. Most students feel anxious because their peers tease them when learning English.

Based on phenomena above, the writer is interested to carry out the research entitled *“The Students Anxiety In Learning English At SMP Negeri 2 Kerinci Academic Year 2019-2020”*

B. The Identification of the problem

Based on the writer’s preliminary observation, the writer can identify the problems in the following statements:

1. Students feel nervous in learning English.
2. Students feel anxious to make mistakes in learning English.
3. Students are not confident in learning English.
4. Students anxious cannot answer the questions from their teacher in learning English.
5. The students give little response during teaching and learning process.
6. Students feel anxious failed in examination.
7. Students feel anxious get mock from their friends in learning English.

C. The Limitation of the Problem

The writer will not study all the problems above. The writer just focuses on the Sources of Students’ Anxiety in learning English at the eight grade students’ at SMP Negeri 2 kerinci.

D. The Formulation of the Problem

Based on the problem limitations above, the authors formulate the following problems, What are the sources of student anxiety in learning English for Grade 8 Students at SMP Negeri 2 Kerinci?

E. Purpose of the Problem

The objectives of the problem in this study are :Knowing the source of student anxiety in learning English at SMP Negeri 2 Kerinci

F. The Reason of Choosing the Title

1. This title needs to be researched because it relates to the problems faced by students now. This is an attempt to find a solution to the source of student anxiety in learning English.
2. The author wants to know about the anxiety of grade 8 students at SMP Negeri 2 Kerinci in facing English learning

G. Research Benefits

As for the benefits in this study are as follows:

1. Theoretical Benefits

- a. Can add to the repertoire of knowledge as a result of direct observation and can understand students' anxiety in learning English
- b. This research is expected to provide information for readers and interested parties to find out student anxiety in learning English IN SMP Negeri 2 Kerinci

2. Practical Benefits

- a. It is hoped that it can contribute thoughts to the English teacher in overcoming student anxiety in learning English at SMP Negeri 2 Kerinci.
- b. Educational institutions can provide motivation to students who experience anxiety in learning English



CHAPTER II

THE THEORITICAL FRAMEWORK

I. Learning English

1. English Definition

Baharudin and Esa say that learning is the efforts to get skill or science. It means that learning is some activities to get skill or science. The efforts to get skills or sciences are human's effort to fulfill their necessities which are nothing or not yet before. Learning English is to gain English knowledge or skill in a subject or activity or the process of English and understanding that leads to the modification of attitudes and behaviors through the acquisition of knowledge, skills and values through study and experience. In addition, Nana Sudjana states that learning is a process of exchange, is an achievement of learning process that can be seen in various aspects such as knowledge, understanding and attitude or behavior¹. According to Slameto, learning is a process of effort that is done by an individual, to get an exchange of the new behavior totally, as an achievement of the experience and the interacting with the environment.⁵

Hilgard and Bower stated that learning English is:

- a. To gain knowledge, comprehension, or mastery of trough experience or study

⁵Nana Sudjana, *Basics of Teaching and Learning Process*. Bandung: SinarBaruAlgensindo Offset, 2010. P. 28.

- b. To fix in the mind or memory; memorize;
- c. To acquire through experience
- d. To become in form of to find out.⁶

The activities in learning will make change in behavior. It means that the students' activities influence the students' general or specific ability. We need some efforts which be realized with some activities to get it. Syaiful says that some activities in learning are:

1. Listening

Listening is one of learning activities. When teacher explains the materials, so every students should listen what teacher said. The students should become good listeners to make concentration in learning.

2. Looking

Looking is direct eyesight to an object. Looking activity has correlation with eyes because eyes have important rule in looking. Without eyes, we cannot see or look something. In education, looking activity includes in learning activities. In the class, students look the writing on the blackboard written by teacher, it will make an impression and borne in the brain.

3. Writing or making summary

Writing is an activity which cannot be separated from learning activity. Writing activity is often used in traditional education. Every

⁶Slameto, *Learning and the Factors that Affect It*. Jakarta: PT Rineka Cipta, 2003. P. 5.

student has each manner in writing materials and choosing important part. In learning, we can make summary to easier understanding thematerials.

4. Reading

Reading activity is the most activity which we should do in learning in the school or university. Moreover, it must not only read a book but also read magazine, newspaper, journal, research paper, learning achievement writing and other cases with have correlation with necessity of learning. Reading is identical with looking for knowledge in order clever and ignore.

5. Remembering ormemorizing

Memory is psychology ability in learning, retention and remembering something. Memorize is implant materials activity in memory in order can be produced again later based on original materials.

6. Practicing

Learning by doing is learning concept which requires unification efforts in getting impression with doing. Learning by doing in this case includes practicing. Practice includes good manner to reinforce memory. Students who learn mathematics formula or English formula, most possibility that formula will be easy to be forgotten if it is not practiced.⁷

⁷HayriyeKayi, Teaching Speaking: Activities to Promote Speaking in a Second Language, 2006. The internet TESL Journal.Vol.XII, No.11.available on: <http://Iteslj.org/Articles/Kayi->

By practicing effectively, the impressions which received are more functional. Therefore, practicing activity can support learning optimally.⁸

MuhibbinSyah stated that there are three factors that influence students learning:

- a. Internal factor; condition of psychology and physical of the students.
- b. External factor; condition of students' environment
- c. Approach factor to learning; kind of students' efforts that include method and strategy.⁹

Some people come crossways with many difficulties when learning a second language. It is believed that there are some emotional factors in foreign language learning which affect our learning abilities. These are mainly thought to be intelligence, motivation, attitudes and anxiety. Among these, anxiety stands out as one of the main influential factors for effective language learning. This foreign language anxiety is defined by some authors as “a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language.” Anxiety is a feel of nervous, afraid, doubt when she or he answers questions in English lesson⁶. Anxiety is a general term for several disorders that cause nervousness, fear, apprehension, and worrying. These disorders affect how we feel and behave, and they can manifest real physical symptoms. Mild anxiety is vague and unsettling, while severe anxiety can be extremely

Teaching Speaking. html.p.2 [February3rd, 2015]

⁸Baharuddin.,EsaNurWahyuni, M. Pd., Learning and Learning Theory. Jogjakarta: Ar- Ruzz Media, 2008. P 13.

⁹SyaifulBahriDjamariah, Learning Psychology. Jakarta: Copyrights, 2008. P. 38-45.

debilitating, having a serious impact on daily life.

Problem anxiety may be caused by a mental condition, a physical condition, and the effects of drugs or from a combination of these. Anxiety is a general term for several disorders that cause nervousness, fear, apprehension and worrying. These disorders affect how we feel and behave, and they can manifest real physical symptoms. Mild anxiety is vague and unsettling, while severe anxiety can be extremely debilitating, having a serious impact on daily life. People often experience a general state of worry or fear before confronting something challenging such as a test, examination, recital or interview. These feelings are easily justified and considered normal. Anxiety is considered a problem when symptoms interfere with a person's ability to sleep or otherwise function. Generally speaking, anxiety occurs when a reaction is out of proportion with what might be normally expected in a situation.¹⁰

2. Teaching and Learning English as a Foreign Language

Language is a system of vocal sounds and combination of such sounds to which meaning is attributed, used to the expression or communication of thought and feeling. While Hornby states that language is human and non-intensive method of communicating ideas, feelings and desires by means of a system of sounds and sound symbols. It can be concluded that language is a tool of communication that is used by many people to express their feelings, ideas, desires in order to the people can

¹⁰MuhibbinSyah, *Psychology of Learning*. Jakarta: PT RajagrafindoPersada, 2008. P. 144.

understand what they mean.¹¹

According to Harmer, English as a foreign language is generally taken to apply to the students who are studying general English at the school and institution in their own country as transitory visitors in a target language country. It means that students learn English and only have a chance to practice it every time in their daily activities at school or university.¹²

Talking about English as a foreign language, in our country, the government has decided that English should be taught to the students from elementary school (as local content) up to University. It is expected that the students should have the ability or knowledge of English which can be used to communicate. English must be taught in order for the students to be able to compete in this global era. Many of the requirements, like getting jobs and continuing study, need English skills.¹³

In teaching English as a foreign language, the teachers should be able to manage the classroom well. The teacher should be creative and manage the classroom with interesting techniques as Brown states, teaching is showing or helping students to learn how to do something, giving instructions in the study of something, providing with language, and causing to know or understand.⁴ It means that teachers have to make the students feel comfortable and interested in studying a subject especially English by

¹¹ Michael Agnes, *Webster's New World College Dictionary 4th Edition*, (Canada, Wiley Publishing, 2002), p.805

¹² A.S Hornby, *Oxford Advanced Learners Dictionary*, (Oxford: Oxford University Press, 1987), p.437

¹³ Jeremy Harmer, *How to Teach Writing*, (Pearson Education Limited. London, 2004), p.39

using a creative technique so the students will focus on learning process.

The conclusion of explanation above, it is clear that by learning English students are expected to be able to apply their English skill for International communication. In teaching, especially teaching English, teacher should prepare the concept of teaching as well as possible and he or she is demanded to create the fun learning, because some students blame that English is most difficult subject. Fun learning will increase students' motivation to learn English as much as possible.

J. Anxiety in learning

1. Effects Of Foreign Language Learning Anxiety

Bailey, Daley, Onwuegbuzie, 1999; Oxford 1999a said that Foreign language learning anxiety has been associated with a large number of negative outcomes that can be classified as physical, psychological, or social (e.g.,. Physical symptoms can include, for example, rapid heartbeat, muscle tension, dry mouth, and excessive perspiration. Psychological symptoms can include embarrassment, feelings of helplessness, fear, going blank, and poor memory recall and retention among others. Negative social behaviour may be manifested in such ways as inappropriate silence, unwillingness to participate, absenteeism, and withdrawal from the course. These effects can lead to poor performance and low achievement. Young, 1999) suggested that for many learners, success and perseverance in foreign language learning to a large extent depends both on the teacher's ability to minimize the

debilitating effects of classroom anxiety and the learners' ability to cope with the anxiety that cannot be prevented or avoided.¹⁴

2. Types of Anxiety

MacIntyre and Gardner stated that, there are many types of anxiety. Not all of them are particular to foreign language learning, these anxieties can be In classrooms, a number of other anxieties may be observed. Learners may feel cognitive tension when their expectations about the content and organization of a course are not met and affective tension when there is unsatisfactory interaction with other learners or the instructor (Spielmann and Radnofsky, 2001). Other classroom anxieties are test anxieties which is fear of poor performances on tests and specific subject or task anxieties such as the nervousness and tension.¹⁵

3. Levels of Anxiety

Joy M Reid stated that students studying English in preparation for university work often operate within extraordinary pressures. As well as the substantial problems involved in entering and surviving in a foreign country. Many ESL students have very short timelines and / funding for English study. In Addition, ESL students are faced with the inevitable blow of immersion. In order to mitigate the anxiety, many ESL students faced daily, teachers have to walk a narrow line between counseling and teaching, between supporting and educating. Teachers have found two specific ways helpful to establish a balance and enable students to

¹⁴ Dolly Jesusita Young, *Anxiety in Learning Speaking*, In: // <http://siteinsa.com>, Accessed On January 16, 2011.

¹⁵ Jeffrey S. Neviddkk, *Psikologi Abnormal*, (Jakarta: Erlangga, 2005), hlm 164.

participate fully in class. First, students can be given the first five minutes of each class to warm up by writing in journals or daybooks. Second, a source of comfort for many students is the ability to anticipate.¹⁶

4. Kinds of Anxiety

Spielbenger states that there are two kinds of anxiety as follows:

a. State anxiety

State anxiety means emotional conditions states that will be high on the level if it is on the dangerous condition. In state anxiety, the people feel subjectivity, and they feel afraid, worry and nervous that is related on the active of otonomneuro system. It means that the anxiety of students in speaking, especially in conveying opinions. It happened on specific condition that can be dangerous for students.

b. Trait anxiety

It influences of reflection from the old experiences in some conditions that can determine the different of individual¹⁷ There are three components of foreign language anxiety have been identified (Horwitz et al.1986; MacIntyre & Gardner 1989, 1991c) in order to break down the construct into researchable issues:

- 1) Communication apprehension, arising from learners' inability to adequately express mature thoughts and ideas
- 2) Fear of negative social evaluation, arising from a learner's need to make a positive social impression on others; and

¹⁶*Ibid*, p, hlm 169

c. Test anxiety or apprehension over academic evaluation.

Anxiety concerns and fears about what might happen that it is not easy to master English well that makes students always feel nervous and anxious when they are learning speaking English. Anxiety is a condition that can come in a variety of different forms. A person with anxiety has uncomfortable thoughts and feelings that can create significant distress and impair performance at school, work or home.

Brooke Nichols said that kinds of anxiety are:¹⁸

- 1) Generalized anxiety; feeling worried and anxious daily is characteristic of generalized anxiety. This type of anxiety is experienced indiscriminately without a clear precipitant and includes feeling irritable with difficulties sleeping and concentrating.
- 2) Panic Attacks; fearing loss of control or dying with physical symptoms such as rapid heartbeat, sweating, trembling, chest pain, being choked up or lightheadedness may indicate a panic attack. Panic attacks come on suddenly without provocation and sometimes cause a person to seek medical attention.
- 3) Phobias; experiencing persistent fear of certain situations or specific objects is considered a phobia. Phobias can be associated with fear of animals or insects; environmental triggers, such as heights or water; germs; or sight of blood

¹⁸*Ibid*, p, hlm 180

4) Social Anxiety; fearing interactions with others such as while dating, talking with authority figures or speaking in front of groups are all characteristics of social anxiety. The anxiety is associated with a fear of public embarrassment or humiliation.

5) Posttraumatic Stress; experiencing anxiety related to a trauma, such as war or abuse, is characteristic of posttraumatic stress. Other factors include nightmares, flashbacks, and intense fear. This anxiety includes avoidance of issues related to the traumatic event.¹⁹

d. The Causes of Social Anxieties

According to Leary (1982), there are Four major theoretical positions have been proposed to account for the anxiety experienced in social encounters:

1) The classical conditioning model; is based on the behaviourist idea that fears can be classically conditioned by pairing aversive, fear evoking stimuli with otherwise harmless object or events. To apply this to language learning, a learner may feel anxious in language classes because s/he may have had negative or unpleasant experiences in such classes in the past.

2) The skills deficit model; people may become anxious in social settings because they lack the skills necessary for smooth, pleasant, and successful interaction. Language learners may feel anxious about using the L2 in and outside the classroom because they lack

¹⁹Jhon W. Santrock, *Life Development*, TerjChusairi and JudaDamanik, (Jakarta: Erlangga, 2002) p. 6

- the skills and various competencies (e.g., linguistic,
- 3) pragmalinguistic, sociocultural, etc) necessary for smooth and pleasant interaction.
 - 4) The cognitive self-evaluation model; according to the cognitive self-evaluation model, the primary reason why people become anxious in social encounters is not that they lack necessary skills, but rather that they believe they lack them and *consider* themselves inadequate. Applying this theory to language learning, another potential reason why a learner may feel anxious about using the target language is that s/he believes his L2 ability or competence is inadequate, thus expects to perform poorly and fears potential negative consequences.
 - 5) The self-presentation model; The implication of this theory with regard to language learning is that various diverse factors—past experiences, skills and competencies, self-evaluation and other learner beliefs, dispositional variables, and situational factors—as well as their interaction have to be considered when examining the causes of anxiety in the L2 domain.²⁰

K. The Role of the Language Teacher in Reducing Language Anxiety

According to Horwitz & Young, Philips 1999, a number of sources of language anxiety originating from personal issues or classroom issues have been outlined. One can easily see that each contributing factor is intricately intertwined in the construct of language anxiety. In dealing with anxious

²⁰ Jack, C. Richard, *Teaching and Listening From Theory to Practice*, (Cambridge : University Press, 2008), p.19

students, two general approaches are suggested for language instructors, they can help them learn to cope with the existing anxiety-provoking situation or they can make the learning context less stressful.²¹

Helping Students Cope With Their Language Anxiety; Several studies have suggested that the teacher can help students cope with their language anxiety in three ways, there are providing students with information about the role of language anxiety in language learning, helping students recognize and talk about their fears and beliefs, and providing students with strategies for managing their anxiety. In addition, giving advice on effective language learning strategies and keeping a teaching journal are some techniques that teachers might use.

Making the Learning Context Less Stressful; Getting to know the other students helped them to feel more relaxed because it reduced their fear of being ridiculed and took away the feeling that the others are all smarter and more confident. The subject also mentioned ways instructors can reduce anxiety by giving positive reinforcement, encouraging students to make mistakes, and helping them to learn as if a friend is helping them. Price and Crookall & Oxford (1991), Tsui (1996) stated that offered several useful strategies that may alleviate students' language anxiety, there are accepting a variety of answers, peer support and group work, focus on content, and establishing good relationships.

Kirkland (1971) makes conclusion about the correlation between

²¹Jack, C. Richard, *Teaching and Listening From Theory to Practice*, (Cambridge :University Press, 2008), p.19

test, anxiety, and achievement:

1. The medium anxiety usually supports study, than high anxiety.
2. The learners with low anxiety more worry in test than clever learners.
3. If the learners know the test, so their anxiety will decrease.
4. If the test measure memory, the learners that have high anxiety will give a good result than their have low anxiety. If the test needed flexible thinking, learners who have high anxiety the result will be bad.
5. The anxiety at the test will increase if the result of the test used to determine the learners' level.²²

Slameto states that, there are the ways to help learners for preparing their self and doing the test without anxiety: described in different ways and grouped into several categories, which overlap to a certain degree. First of all in general terms is the distinction between trait anxiety, which is tendency of a person to be nervous or feel tension regardless of the particular circumstances, and state (situational) anxiety, which is nervousness or a tension at a particular moment in response to some outside stimulus. Horwitz, Horwitz, and Cope and Daly said that one type of situational anxiety, for example is communication anxiety, which may occur when people interact verbally. Another type is fear of negative social evaluation, which may be present when people worry about what others of them.

The test for diagnose, not for judge learners that fail achieve from the

²²*Ibid*, p 25

teachers and parentsexpectation.

1. Avoid determine success or not the learners from onetest.
2. Make a note at test, give good suggestion forlearners.
3. Make sure the test measure important think that have been learn by learners.
4. Avoid do the test withoutnotification.
5. Make a schedule to meet learners' to decrease anxiety and for direction learners.
6. Avoid comparelearners'.
7. Show their excess not theirweakness.
8. Decrease the test that competitive if the learners do not ablecompetes.
9. Keep a secret about their level and value from otherslearners'.
10. Give their probability to choose activities that have comparable learningvalue.²³

L. Sources of Language Anxiety in Foreign Language Classroom

Language teachers and researchers have been aware of anxiety-provoking potential of learning a foreign language for a number of years. Researchers interested in the study of language anxiety distinguished six major sources of anxiety present in the foreign language classroom. They are:²⁴

1. Oral-orientedactivities

²³ H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (Longman, USA, ED, 1 2004), p.149

²⁴Ibid p. 177

Research conducted on anxiety (Horwitz et al., 1986; Koch and Terrel, 1991; Price, 1991; von Wörde, 2003) revealed that students have extremely negative experiences with oral activities in a language class. A sizeable number of nervous subjects reported extreme anxiety felt during speaking in a class. Among activities judged to produce high anxiety were oral presentations, skits, role-plays and saying how you would react in a given situation.

2. Competitiveness

Bailey (1983), through analysis of diary studies, recognized that too much competitiveness among language learners can lead to increased states of anxiety. Scarcella and Oxford (quoted in Oxford, 1999) are of the same opinion that competitiveness may relate to language anxiety but they suggest that it largely depends on the learner himself, his learning style preferences, the nature of the competition, demands and rewards of the environment and culture. Those learners, especially in competitive cultures, may enjoy competition and in such a situation it would not have any impact on their feelings of anxiety.

3. Being judged in the classroom

Davies and Rinvolucri (1990) focus on the problem of anxiety by observing classroom environment. They noticed that the situation of being judged in the class either by the learner or by the teacher may make them feel insecure and anxious. Turula (2004), underlines that only in the competitive classroom such behaviors are often manifested. She suggests

that when the teacher minimizes competition and makes learners work together, then judgments on the part of the learners should diminish

4. Feeling isolated in the classroom

Another factor contributing to the feeling of anxiety is isolation in the classroom. Learners may experience isolation when they are made anonymous. The feeling of isolation in the class is also associated with the feeling of disregard.

5. Feeling loss of control in the classroom

An additional factor affecting foreign language anxiety is the feeling of the loss of control in the classroom. Turula (2004) notices feelings of loss of control are also encountered when the learner does not understand teacher's explanations. However, this time he or she feels inability of controlling the language as a system. Authoritarian and controlling teachers have a powerful impact on the students' feelings of the loss of control since they create conditions in which only the instructors have an impact on what is happening in the classroom

6. Instructors' characteristics and behaviors

A significant number of researchers relate language anxiety to interactions between an instructor and a learner. Among the most important interactions causing anxiety are harsh error correction, ridicule and inappropriate manner of handling mistakes in front of a class (Oxford, 1999). Instructors' beliefs about language teaching have also a major

impact on language anxiety.²⁵

M. General Approaches to identifying Language Anxiety.

According to Horwitz and Young, there are two general approaches to identifying language anxiety, there are:

1. Language anxiety can be viewed as a transfer of other general types of anxiety

The first perspective views language anxiety as a manifestation of other forms of anxiety, such as test anxiety or communication apprehension in the various language learning experiences. This approach has an obvious advantage in its basic assumption that vast knowledge gain from research into other types of anxiety can be applied to explaining language anxiety as well

2. Language anxiety occurs in response to something unique to language learning experiences. The second approach to identifying language anxiety views it as a unique type of anxiety or the worry and negative emotional reaction aroused when learning a second language.²⁶

N. Potential Sources of Language Anxiety

Young (1991) stated that an extensive list of the potential sources of language anxiety through a review of the literature on language anxiety. The six potential sources of language anxiety, some of which are associated with

²⁵Jeremy Harmer, *The Practice of English Language Teaching* Third edition, (London: Longman, 2001), p. 269

²⁶ Kota Ohata, *Language Anxiety from the Teacher's Perspective: Interviews with Seven Experienced ESL/EFL Teachers*, in: http://www.jllonline.co.uk/journal/jllearn/3_1/ohata.pdf, Accessed on October 13, 2011.

the learner, some with the teacher, and others with the instructional practice, the language anxiety can arise from:

1. Personal and interpersonal anxieties
2. Learners beliefs about language learning
3. Instructors beliefs about language teaching
4. Instructor-learner interaction
5. Classroom procedure
6. Language testing.²⁷

Although there are overlaps with the three performance anxieties, some of these six categories are worth examining here, because they are addressing still other critical issues that may underlie or affect the formation of students' anxiety:

1. Socio-psychological issues of language anxiety
2. Learner/ instructor beliefs on language learning and teaching
3. Instructor-learner interactions/ classroom procedure.²⁸

O. The Relevant Research

1. Fitri Herlinda (2006), thesis the title is the *Correlation between Students' Anxiety in Speaking and their Speaking Ability at the Second year Students' of English Education Department of Tarbiyah and Teachers' Training of State Islamic University*. In this research, the write found that there is a significant correlation between X variable and Y variable. Students' who have a low level anxiety in speaking appraise themselves

²⁷ H. Douglas Brown, *Teaching By Principles. An integrated Approach to Language pedagogy*, third ED, (New Jersey: Prentice Hall Regents, 1994), pp.271

²⁸ Ibid p. 271

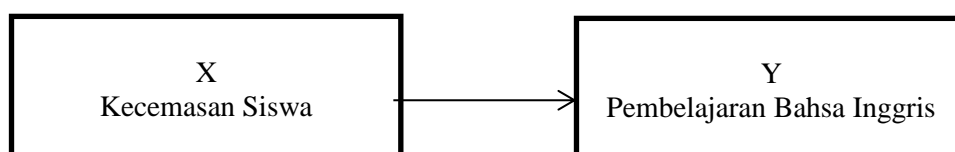
positively, they can handle their anxiety and they often optimist, relax, enjoy, and creative in speaking because they had prepared they to be ready in studying English. There is negative significant correlation between students' anxiety in speaking and their speaking ability at the second students of English education department .The Operational Concept.

2. Menurut penelitian yang dilakukan Izzati dan Suryadi (2010), komunikasi matematika mempunyai hubungan yang sangat kuat dengan proses-proses matematik yang lain, seperti pemecahan masalah, representasi, refleksi, penalaran, dan pembuktian, serta koneksi, dimana komunikasi diperlukan untuk melengkapi dari setiap proses matematik yang lain. Melalui komunikasi memungkinkan berfikir matematis dapat diamati dan karena itu komunikasi memfasilitasi pengembangan berpikir.

P. Conceptual Framework

To increase students' anxiety in learning english. To overcome the low anxiety problems from students then, the researcher need to perfoeme a solution that is expected to be able to overcome low anxiety problems from students'.

To make it more clear the conceptual framework above can drawing as follow :



Note:

X : Student Anxiety : *(Independent Variable)*

Y : Learning English : *(Devendent Variable)*



CHAPTER III

RESEARCH METHODOLOGY

A. Type of Research Type

The research used in this writing is in the form of quantitative data. Quantitative is data that is measured in one number of times, where this research is carried out to find various variables which are the objects of the study.²⁹

This study uses an explanative design, which is a study that uses two variables. The method used in this study is an explanatory survey method, that is, the research wants to explain the relationship between two variables. Surveys were carried out by direct field visits and giving questionnaires to grade 2 junior high school students 2 kerinci who were used as respondents in the study.

B. Research Place

This research was conducted by a writer at SMP Negeri 2 Kerinci, Kerinci Regency, Jambi Province. Meanwhile, the time for the implementation will be less than (two) months, namely from August 2020 to completion.

C. Research Variables

Research Variables The research variable is something that has a variation of the values set by the researcher to study so that information is

²⁹SuharsimiArikunto, *Research Procedures for a Practical Approach*, (Jakarta: Earth Literacy, 2010), p. 100

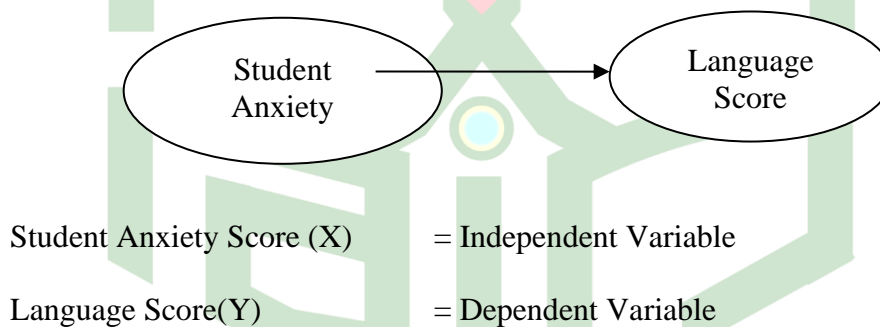
obtained about it, then the conclusion is drawn.³⁰

This study used two variables, which consisted of one dependent variable and one independent variable, namely:

1. The dependent variable (independent variables), namely Student Anxiety (X)
2. Free variable (dependent variable), English (Y)

This research will look at whether there is a relationship between variable X and variable Y separately and also the relationship between X and Y together.

Figure 1.1 Framework Description:



D. Population and sample

1. Population

Population is the whole of objects that can be humans, these objects can be the source of research data. Therefore, in this study the population is all students of grade 2 SMP Negeri 2 Kerinci, totaling 43 people.

The population is the subject of research.³¹ According to Sugiyono, population is generalization regions consist of objects/subjects that have

³⁰*Ibid*, hlm110

³¹Arikunto, *Research Procedures for a Practical Approach*, p. 108

qualities and characteristics are determined by the researcher to be studied and take the conclusions. In social studies, the population is defined as a group of subjects to be subjected to generalize the results of the study.³²

Population in this research is all the students at the second grade of SMP Negeri 2 Kerinci.

Table 3.I:

The total of Students at Thesecond grade of SMP Negeri2 Kerinci 2019/2020.

No	Class	Students		Total
		Male	Female	
1	VIII A	13	9	22
2	VIII B	12	9	21
Total		24	19	43

Source: English second grade of SMP NEGERI 2 Kerinci

2. Samples

The sample is part of the population to be studied and is considered to describe the population. For that population, it must be truly representative. The sampling technique is a technique. To determine the sample to be used in this study, there are various kinds of sampling techniques, but in this study the authors used the "accidental sampling method, which is a sampling technique based on needs."³³ This means that the readiness needed by the researcher can be used as a sample, in

³²Sugiarto, Sampling technique 1st edition, (Jakarta: Gramedia, 2001), p. 38

³³Sugiyono, Quantitative Research Methods, Qualitative and R & D, (Bandung: Alfabeta Publisher, 2008), p. 85

this case the sample / that the researcher meets is 30 people.

The sample is part of the population that has the characteristics of that population. Whether a sample is a good representation of a population depends on the extent to which the characteristics of the sample are the same as the characteristics of the population.

In this study, researchers used a cluster random sampling model technique. The researcher took two classes of class II students of SMP NEGERI 2 Kerinci as a sample using cluster random sampling. The sample is part of the population that has the characteristics of that population. Whether a sample is a good representation of a population depends on the extent to which the characteristics of the sample are the same as the characteristics of the population.

In this study, researchers used a cluster random sampling model technique. The researcher took two classes of class II students of SMP NEGERI 2 Kerinci as a sample using cluster random sampling.

Table 3.2 : The total of sample of the research

No	Class	Students		Total
		Male	Female	
1	VIII A	10	8	18
2	VIII B	7	5	12
Total		18	12	30

E. Data Collection Techniques Data

collection in this study was carried out randomly to obtain the population and sample in question, in order to obtain good data, it was selected using the observation method i and questionnaires.

1. Observation

The documentation method is one method of collecting qualitative data by looking at or analyze documents created by the subject himself or by others by the subject. Documentation is one way that qualitative researchers can do to get a picture from the subject's point of view through a written medium and other documents written or made directly by the subject concerned (Haris Herdiansyah 2010).

With this method, researchers collect data from existing documents, so that authors can obtain notes related to research such as: general description of the school, school organizational structure and personnel, teacher and student conditions, notes, photographs and so. This documentation method is carried out to obtain data that has not been obtained through the observation method.

2. Questionnaire (Questionnaire)

Questionnaire is a data collection technique that is done by giving a set of questions or written questions to respondents to answer. Questionnaires are an efficient data collection technique if the researcher knows with certainty the variables to be measured and knows what to expect from the respondents. Haris (Herdiansyah 2010)

Questionnaires can be in the form of questions. Closed or open questions, can be given to respondents directly. Questionnaires were distributed to customers to be filled in according to the answers provided. How to obtain data by giving a list of questions to class VIII students who are anxious about learning English

F. Research Instruments

instrument used in this study is intended to produce accurate data using ascale *Likert*. Thescale is *Likert* used to measure an attitude, opinion and perception of a person or group of people about a social phenomenon. The Likert scale was developed by Rensis Likert which is a *series of items* (items). Respondents only gave their approval or disapproval of the items. The scale used to measure attitudes regarding *The Students Anxiety In Learning English At SMP Negeri 2 Kerinci Academic Year 2019-2020*with ascale *Likert* with alternative answers strongly agree, agree, disagree, strongly disagree.^[1] The assessment criteria onscale *Likert* thisare strongly agree (SS) are given a score of 5, agree (S) are given a score of 4, disagree (KS) are given a score of 3, disagree (TS) are given a score of 2 and strongly disagree (STS) was given a score of ³⁴

Thiscale is *Likert* designed to examine how strongly the subject agrees or disagrees with the statement on a five-point scale, while the measurement technique specified is the description:

³⁴Sugiyono, *Statistics for Research*, (Bandung: Alfabeta, 2004), p. 302

Table 3.3. Score Item Assessment

Criteria for Rating	Options	Favorable	Unfavorable
Strongly Disagree	STS	1	5
Disagree	TS	2	4
Normal	N	3	3
Agree	S	4	2
Strongly Agree	SS	5	1

(Azwar, Saifuddin)^[1]

Table 3.4 Score Item Assessment

Variabel	Indicator	Item specification
Kecemasan siswa dalam bahasa Inggris	1. Test Anxiety 2. Communication Apprehensive 3. Fear Of Negative Evaluation 4. The Presumption Of Negative Performance And Social Comparison 5. Negative Attitudes Toward English Class 6. Anxiety Manifestation	8,12 4,14,15,18,24,27,30,32 2,9,10,13,31,33 1,7,23 5,6,11,16,17,22,25,26,28 3,12,19,20

G. Research Instrument Test

1. Validity Test Validity

Is the validity of the instrument measuring the object under study.³⁵ An instrument is said to be valid if it can reveal data from research variables appropriately. Validity test is used to find out how accurately the instrument or questionnaire compiled is able to describe the actual variables of writing. The power of discrimination used in the validity test is 0.30. So that an item is valid if the value of the correlation coefficient r count r table. The formula used is *Pearson product moment correlation* :

Description:

r = correlation coefficient

x = average deviation of variable X ($X - \bar{X}$)

y = average deviation of variable Y ($Y - \bar{Y}$)

2. Reliability

Test This test aims to determine the extent to which the results of a measurement can be trusted. Testing is done using *cronbach's alpha*. The limit value in the test is 0.6.³⁶ If the reliability value is less than 0.6 then the value is not good. The reliability value in this test can be seen in the column *Reliability statistics(Cronbach's Alpha)* which is processed by the SPSS program.

H. Technique of collecting data

³⁵Iqbal Hasan, *Main Statistical Materials 1*, (Jakarta: Bumi Aksara, 2005), Ed. 2nd, Cet. 3rd, h. 235.

³⁶*Ibid*, p. 125

The data obtained from the field are presented in tabular form and described. The description of the data is strengthened by the presentation of the mean, median, mode, frequency distribution table, and pie chart.

1. Mean (Me), the

formula for the mean in the grouped data used is:

$$Me = \frac{\sum f_i X_i}{f_i}$$

Description:

Me : mean for data of group

f_i : The amount of data / samples

X_i , f_i , the product obtained by multiplying f_i in each interval of data with the class mark (X_i). The class mark X_i is the average of the value of the lowest and highest of each interval data. (Sugiyono, 2010: 54)

The mean is used to find the average value of the total score of all the answers given by the respondents, which are arranged in the distribution of the data.

2. Median (Md)

Median is a value that divides the area of the frequency histogram into equal parts. The Median formula for grouped data is as follows:

Description:

Md : median

b : lower limit, where the median will be located

p : length of class interval

n : number of data/number of samples

F : sum of all frequencies before the median class

f : frequency of the median class

The median is used to find the mean of the total score of all the answers given by the respondents, which is arranged in the distribution of the data.

3. Mode (Mo)

Mode is a value that occurs frequently/value with a high frequency in the data distribution. The Modus formula for grouped data is:

$$Md = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

Description:

Mo : mode

b : boundary class interval with the most frequency p : length of class interval

b_1 : frequency in the mode class (frequency in the most frequent interval class) minus the frequency of the previous closest interval class.

b_2 : the frequency of the mode class minus the frequency of the next closest interval class.

In this study, the mode is used to find answers that often appear or the value with the most frequency from respondents in filling out a

questionnaire about the interest in consuming cassava as a staple food substitute for rice.

4. Determining the Standard Deviation The

standard deviation is calculated using the formula from Sugiyono in the previous explanation

$$s = \sqrt{\frac{\sum f_i(x_i - \bar{x})^2}{n - 1}}$$

Description:

S = standard deviation of the sample

\bar{x} = average (mean)

$\sum f_i$ = amount of data to the frequency-i where $i = 1, 2, 3, \dots$

n = number of data

x_i = data into i where $i = 1, 2, 3, \dots$

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CHAPTER IV

FINDING AND DISCUSSION

.This study aims to determine student anxiety in learning English in class VIII SMP Negeri 2 Kerinci in the 2019/2020 school year. The data used in this study were primary data based on questionnaires and tests given to class VIII students of SMP Negeri 2 Kerinci in the 2019/2020 school year, totaling 30 students.

A. Research Findings

The research conducted by researchers at SMP Negeri 2 Kerinci is what are the sources of student anxiety in learning English in Class Eight Students of SMP Negeri 2 Kerinci.

The answers to the questionnaires that have been collected are then analyzed to determine the description of students' anxiety in learning English at SMP Negeri 2 Kerinci. In this case the analysis used is quantitative analysis. The presented data consist of central tendency (mean, median, mode, and standard deviation).

The purpose of knowing the results of students' anxiety in learning English gets serious attention from English teachers, so there are a number of interventions developed to help students overcome this. an effective

intervention is a combination of relaxation and learning skills. Important learning skills to be developed in learning English in the learning process help students plan and use time to study, rest, play and do housework. Learning skills include reading skills.

Anxiety towards students in learning English can be formed accidentally by families and parents. The unrealistic standards and demands of teachers on children's intellectual performance plus a punitive coaching pattern are one of the main factors that form test anxiety. Student assessment data on each research variable are as follows:

1. Test Anxiety (8,12)

Table 4.1 presented data of central tendency (mean, median, modus, and standart deviation.

No	Statement	Mean	Median	Modus	StandarDeviasi
8	I am usually at ease during tests in my language class	4,60	5,00	5	770
12	In language class, i can get so nervous i forget things i know	4,63	5,00	5	556

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Based on the results of research by researchers at SMP Negeri 2 Kerinci based on a questionnaire above, for indicator number 8 for the comfort of students in learning innocent 60% means that half of the class students feel comfortable and happy in learning English.

Meanwhile, for indicator no12 it shows that students' anxiety in learning English 75% of students feel anxious. The conclusion of the

researcher is that comfort is good, while for criticism is bad and has an impact on student achievement.

2. Communication Apprehensive (4,14,15,18,24,27,30,32)

Table 4.2 presented data of central tendency (mean, median, modus, and standart deviation.

No	Statement	Mean	Median	Modus	StandarDeviasi
4	I would not be nervous speaking the foreign language with native speakers	4,37	5,00	5	809
15	I get upset when i don't understand what the teacher is correcting	4,27	4,00	5	785
18	I feel confident when i speak in foreign language class	4,27	4,00	5	785
24	I feel very self-conscious about speaking the foreign language in front of other students	3,57	3,00	3	774
27	I get nervous and confused when i am speaking in my language class	3,60	3,00	3	814
30	I feel	4,37	4,50	5	718

	overwhelmed by the number of rules you have to learn to speak a foreign language				
32	I would probably feel comfortable around native speakers of the foreign language	3,60	3,00	3	770
14	I felt more tense and nervous in my English class than in my other classes	4,37	5,00	5	809

Based on the indicators above number 4 I am not nervous about speaking English with the correct speech for means showing 4, 37 means that students who are nervous in English mean that students in grade 8 at SMP Negeri 2 Kerinci are on average nervous in English, while for Median steamaya from students to get out of the problem of anxiety 5.00 eliminates that the 8th grade students of SMP Negeri 2 Kerinci feel they want to get out of the anxiety problem of learning English, while the

conclusion is that there are 809 standard Divisions meaning that the average student is nervous in the face of learning English.

Explanation of indicator 15 I am angry if I do not understand what the English teacher explains, means 4, 27 and a median of 4.00, meaning that the researcher concludes that children who do not understand what the teacher explains in front of the standard division class shows 785 That means 65 % less which means confident student dedication.

The 18 indicator, namely I feel confident when speaking in English class means 4, 27 and a median of 4.00, meaning that the researcher concludes that the child believes in speaking English in front of the standard division class shows 785.75% That's a little which means little confident student.

The 24indicator shows that students who are embarrassed when speaking English in front of it show that a few students who are embarrassed to speak English mean 3, 57 and medians 3.00 means 45% means that few students are embarrassed to speak English in front of the class because of Standard Reviations 774

As for the 27indicator, I became nervous and confused when I spoke in my language class, it shows that the meas 3.00 median 3.60 d standard deviation 814 means that there are 85% who are nervous and confused about learning English in front of the class.

Indicator 30 I feel overwhelmed by the many rules that you have to learn to speak a foreign language. Students feel a lot of rules and lazy to

learn English, mean 4.37 and medians 4.50 means that students are 65% less students who feel that there are many rules of studying English. Idikaor 32 I would probably feel comfortable around native speakers of this foreign language mean 3, 60 and medians 3.00 means about 40% of students who understand and are comfortable in learning the learning english.

Explanation of indicator 14 I feel more tense and nervous in my English class than in my other classes, means 4, 37 and a median of 5.00, meaning the researcher concludes that the child feels nervous in English class compared to other classes because students feel the language English is a subject that is difficult to devision showing 809 That means 85% less which means confident student dedication.

3. Fear Of Negative Evaluation (2,9,10, 13, 31, 33)

Table 4.3 presented data of central tendency (mean, median, modus, and standart deviation.

No	Statement	Mean	Median	Modus	StandarDeviasi
2	I don't worry about making mistakes in language class	3.57	3,50	3	626
9	I start to panic when i have to speak without prepara- tion in language class	4,43	5,00	5	679
10	I worry about the consequences of failing my foreign	4,37	4,00	4	556

	language class				
13	It embarrasses me to volunteer answers in my language class	4,23	4,00	4	728
33	I get nervous when the language teacher asks questions which i haven't prepared in advance	3,83	4,00	3	874

Based on the indicators above number 2 I tremble when I know that I will be called in English class and I am afraid to make mistakes in class in learning English Based on the results of means 3.57 and medians 3.50 the questionnaire above this study aims to see student anxiety In learning English, who are anxious in learning English with the result 80% of students are anxious seen in the mean.

Based on the indicators above no.9, when I feel that I have prepared myself to study in my English learning class but I still feel nervous and restless when speaking English and learning English r to mean shows 4, 43 means that students who are nervous in English tend to bring it 8th grade students at SMP Negeri 2 Kerinci are on average nervous in English, while for Median anxiety 5.00 indicates that 8th grade students at SMP Negeri 2 Kerinci feel nervous and anxious when learning English even though they have prepared, while the conclusion is that there

are 679 standard divisions. means showing that the average student is nervous in the face of learning English.

The explanation for the 10th indicator I often think will not be included in the English class, means 4, 37 and a median of 4.00, which means that the researcher concludes that children who do not want to learn English, the standard division shows 556 That means 50% less which means dedication students interest in learning English.

The 13th indicator, namely the English class learning English very quickly, will be left behind means 4, 23 and a median of 4.00, meaning that the researchers conclude that children feel they will not be able to do English questions when they are left behind in English when the standard deviation shows 728, 70% That's a little which means that few students are confident and afraid of not understanding English.

The 31st indicator shows that students who feel able and relaxed in learning English mean 4, 50 and medians 5.00 which means 45% means that few students who are confident in learning English speak English in front of the class and learn because of StandarDevations 774 .

As for the 33rd indicator, I feel comfortable when in class and in front of teachers and foreign language speakers, it shows that 3.80, the median is 4.00, the standard deviation is 874, which means that 85% of students feel comfortable being around English speakers.

4. The Presumption Of Negative Performance And Social Comparison (1,7,23)

Table 4.4 presented data of central tendency (mean, median, modus, and standart deviation.

No	Statement	Mean	Median	Modus	StandarDeviasi
1	I never feel quite sure of myself when i am speaking in my foreign language class	3,67	4,00	4	606
7	I keep thinking that the other students are better at languages than iam	4,57	5,00	5	679
23	I always feel that the other students speak the foreign language better than i do	3,57	3,00	3	774

Explanation of indicator 1 I never feel confident in myself when I speak in my foreign language class, based on research in 8th grade students of SMP Negeri 7 Pulau Tengah, mean 3.67 and median 4.00 means that the value of standard deviation 6.06 means 45% of students who feel confident learning English.

The results of the study explain that indicator 7 I continue to think that other students are better at language than me, based on research in 8th grade students of SMP Neger 7 Pulau Tengah, mean 4.57 and median 5.00 means that it shows I continue to think that other students are more better

in language than me that the standard deviation value of 6.75 means that 50% of students feel confident in learning English.

The results of the study explain that the indicator 23 I always feel that other students speak foreign languages better than me based on research in 8th grade students of SMP Negeri 7 Pulau Tengah, mean 3.57 and median 3.00 means showing a standard deviation of 774 means 45% for students 8th grade public junior high school 2 always felt that other students spoke a foreign language better than me that grades.

Explanation of indicator 1 I never feel confident in myself when I speak in my foreign language class, based on research in 8th grade students of SMP Neger 7 Pulau Tengah, mean 3.67 and median 4.00 means that the value of standard deviation 6.06 means 45% of students who feel confident learning English.

The results of the study explain that indicator 7 I continue to think that other students are better at language than me, based on research in 8th grade students of SMP Neger 7 Pulau Tengah, mean 4.57 and median 5.00 means that I continue to think that other students are more better in language than me that the standard deviation value of 6.75 means that 50% of students feel confident in learning English.

The results of the study explain that indicator 23 I always feel that other students speak foreign languages better than me based on research in 8th grade students of SMP Neger 7 Pulau Tengah, mean 3.57 and median 3.00 means showing a standard deviation of 774 means 45% for students

8th grade public junior high school 2 always felt that other students spoke a foreign language better than me that grades

5. Negative Attitudes Toward English Class (5,6,11,16,17,22,25,26,28)

Table 4.5 presented data of central tendency (mean, median, modus, and standart deviation.

No	Statement	Mean	Median	Modus	StandarDeviasi
5	It wouldn't bother me at all to take more foreign language classes	4,13	4,00	5	900
6	During language class, i find myself thinking about things that have nothing to do with the course	4,53	5,00	5	730
11	I don't understand why some people get so upset over foreign language classes	4,63	5,00	5	556
16	Even if i am well prepared for language class, i feel anxious about it	4,37	4,00	4	556
17	I often feel like not going	4,43	5,00	5	679

	to my language class				
22	I don't feel pressure to prepare very well for language class	4,30	4,00	4*	702
25	Language class moves so quickly i worry about getting left behind	3,83	4,00	3	874
26	I feel more tense and nervous in my language class than in my other classes	4,43	4,50	5	626
28	When i'm on my way to language class, i feel very sure and relaxed	4,37	4,50	5	718

Based on the indicators above number 5 I start to panic when I have to speak without preparation in English class, for means to show 4, 13 means that students who are nervous in English make 8 grade students at SMP Negeri 2 Kerinci on average nervous in English, whereas for the median of students to get out of the anxiety problem 4.00 indicates that the 8th grade students of SMP Negeri 2 Kerinci feel they want to get out of the anxiety problem of learning English, while the conclusion is that there are

900 standard Deviations which means that the average student is nervous in facing learning English

Explanation of indicator 6 I feel anxious about the consequences if I don't understand what the English teacher explains, means 4, 57 and a median of 5.00, meaning the researcher concludes that children who do not understand what the teacher explains in front of the class and are afraid of the consequences. The standard deviation shows 730. That means 60% less which means the students' dedication who believe in themselves and fear the consequences in the English classroom.

The 11th indicator is I am afraid that my English teacher will be angry when I can't speak English in the English class means 4, 63 and a median of 5.00, meaning that the researcher concludes that the child does not understand learning English in front of a standard division class showing 556,

The 16th indicator shows that students feel nervous when they do not understand every word spoken by the teacher by speaking English, the mean is 3, 37 and the medians are 4.00, which means 45% means that few students are embarrassed to speak English in front of the class because of Stadar Revival 556

As for the 17th indicator I am afraid when other students will laugh at me when I speak in my language class, it shows that the meas 4.43 median 5.00 d standard deviation of 679 means that there are 65% who are nervous and confused about learning English in front of the class. .

Indicator 22 Students usually find it easy to learn English learning English mean 4.30 and medians 4.00 means that 65% students feel less comfortable in learning English to learn English.

Idikaor 25 I feel annoyed when I don't understand what the teacher explains in learning English the mean 3, 83 and a median of 4.00 means that the researcher concludes that students feel nervous in learning English when the teacher explains in learning English the division shows 824 That means 85% less which means students who are confident and understand in learning English

Explanation of the 26th indicator I feel confident when I am in English class, the mean is 4.43 and the median is 4.50, meaning the researcher concludes that students feel confident in the English class, the division shows 626 That means 70% less which means dedicated students who find it difficult to learn English

Based on the results of the questionnaire above indicator no.28, this study aims to see students' anxiety in learning English d, who experience anxiety in learning English with the results that 75% of students are anxious, meaning the researcher concludes that students feel anxious and depressed in learning English seen in a mean of 4.37, a median of 4.50 and a standard deviation of 718.

6. Anxiety Menifestation (3,12,19,20)

Table 4.6 presented data of central tendency (mean, median, modus, and standart deviation.

No	Statement	Mean	Median	Modus	StandarDeviasi
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3	I tremble when i know that i'm going to be called on in language class	3,80	4,00	4	714
12	In language class, i can get so nervous i forget things i know	4,63	5,00	5	556
19	I am afraid that my language teacher is ready to correct every mistake i make	3,83	4,00	3	874
20	I can feel my heart pounding when i'm going to be called on in language class	4,43	4,50	5	626

Based on the indicators above number 3, I feel afraid when I don't discuss what the teacher says in the English class. Based on the results of means 3,80- and medians 4.00, the questionnaire above this study aims to see students' anxiety in learning English, which Anxiety in nervousness in

learning English with the result that 75% of students were anxious seen in the mean.

Based on the indicators above no.12, I feel trembling when I am called in front of the English class for means to show 4, 63 means that students who are nervous in English mean that grade 8 students in SMP Negeri 2 Kerinci are on average nervous in English, while for Median anxiety 4.00 indicates that 8th grade students of SMP Negeri 2 Kerinci feel nervous and anxious when learning English even though they have prepared, while the conclusion is that there are 556 standard Deviations meaning that the average student is nervous in facing learning English.

The explanation of the 19th indicator I often feel clueless and nervous in English class, means 3, 83 and a median of 4.00, meaning the researchers conclude that children are nervous and don't understand in learning English, the standard deviation shows 874 That means 85% a lot, which means a lot of students are nervous about learning English.

The 20th indicator is that my English class does not understand what the teacher explains in English class means 4, 43 and a median of 4.50, meaning that the researcher concludes that children feel they will not be able to do in English when they learn in standard devised English shows 626, 65% It means that few students are confident and do not understand English.

7. The overall results of the research indicators

The data on learning achievement variables were obtained through tests and the number of respondents was 30 students. Based on the learning achievement data processed using the SPSS program, it is obtained. Item 1 stated, above shows that there are 12 students (40,0%) voted netral , 16 students(53,3%) voted agreed,2 students(6,7%) voted stronglydisagreed. Item 2 stated, Thetableabove shows that there are 15students (50,0%) voted netral , 13 students(43,3%) voted agreed,2 students(6,7%) voted stronglydisagreed. Item 3 stated, above shows that there are 1student (3,3%) voted disagree , 8 students(26,7%) votednetral,17 students(56,7%) agree, and 4 students (13,3) voted strongly disagreed. Item 4 stated,above shows that there are 7 students (23,3%) voted netral , 16 students(53,3%) voted agreed,27 students (23,3%) voted stronglydisagreed. Item 5 stated,above shows that there are 10 students (33, %) voted netral ,6 students(20,0%) voted agreed,14 students(46,7%) voted stronglydisagreed. Item 6 stated,above shows that there are 4 students (13,3%) voted netral , 6 students(20,0%) votedagreed, 20 students(66,7%) voted stronglydisagreed. Item 7 stated,above shows that there are 3 students (10,0%) voted netral ,7 students(23,3%) voted agreed,20 students(66,7%) voted stronglydisagreed. Item 8 stated,above shows that there are 5 students (16,7%) voted netral , 2 students(6,7%) voted agreed,23 students(76,7%) voted stronglydisagreed. Item 9 stated,above shows that there are 3 students (10,0%) voted netral , 11 students(36,7%) voted agreed,16 students(53,3%) voted

stronglydisagreed.Item 10 stated,above shows that there are 1 student (3,3%) voted netral , 17 students(56,7%) voted agreed,12 students(40,0%) voted stronglydisagreed.Item 11 stated,above shows that there are 1student(3,3%) voted netral , 9 students(30,0%) voted agreed, 20 students(66,7%) voted stronglydisagreed.Item12 stated,above shows that there are 15student (3,3%) voted netral , 9 students(30,0%) voted agreed,20 students(66,7%) voted stronglydisagreed.Item 13 stated, above shows that there are 5 students (16,7%) voted netral , 13 students(43,3%) voted agreed,12 students(40,0%) voted stronglydisagreed.Item 14 stated,above shows that there are 6 students (20,0%) voted netral , 7 students(23,3%) voted agreed,17 students(56,7%) voted stronglydisagreed.Item 15 stated,above shows that there are 6 students (20,0%) voted netral , 10 students(33,3%) voted agreed,14 students(46,7%) voted stronglydisagreed.Item 16 stated,above shows that there are 1 student (3,3%) voted netral , 17 students(56,7%) voted agreed,12 students(40,0%) voted stronglydisagreed.Item 17 stated,above shows that there are 3 students (10,0%) voted netral , 11 students(36,7%) voted agreed,16 students(53,3%) voted stronglydisagreed.Item 18 stated,above shows that there are 6 students (20,0%) voted netral , 10 students(33,3%) voted agreed,14 students(46,7%) voted stronglydisagreed.Item 19 stated,above shows that there are 14 students (46,7%) voted netral , 7 students(23,3%) voted agreed,8 students(26,7%) voted stronglydisagreed, 1 student (3,3) voted disagree. Item 20 stated

above shows that there are 4 students (6,7%) voted netral , 13 students(43,3%) voted agreed,15 students(50,0%) voted stronglydisagreed.Item 21 stated,above shows that there are 4 students (13,3%) voted netral , 12 students(40,0%) voted agreed,14 students(46,7%) voted stronglydisagreed.Item 22 stated,above shows that there are 4 students (13,3%) voted netral , 13 students(43,3%) voted agreed,13 students(43,3%) voted stronglydisagreed.Item 23 stated,Tabove shows that there are 18 students (60,0%) voted netral , 7 students(23,3%) voted agreed,5 students(16,7%) voted stronglydisagreed.Item 24 stated, e above shows that there are 18 students (60,0%) voted netral , 7 students(23,3%) voted agreed,5 students(16,7%) voted stronglydisagreed.Item 25 stated,above shows that there are 14 students (46,7%) voted netral , 7 students(23,3%) voted agreed,9 students(30,0%) voted strongly disagreed.Item 26stated,above shows that there are 2 students (6,7%) voted netral , 13 students(43,3%) voted agreed,15 students(50,0%) voted stronglydisagreed.Item 27 stated,above shows that there are 18 students (60,0%) voted netral , 6 students(20,0%) voted agreed,6 students(20,0%) voted stronglydisagreed.Item 28 stated,above shows that there are 4 students (13,3%) voted netral , 11 students(36,7%) voted agreed,15 students(50,0%) voted stronglydisagreed.Item 29 stated,above shows that there are 17 students (56,7%) voted netral , 8 students(26,7%) voted agreed,5 students(16,7%) voted stronglydisagreed.Item 30 stated,above shows that there are 4

students (13,3%) voted netral , 11 students(36,7%) voted agreed,15 students(50,0%) voted stronglydisagreed.Item 31 stated,above shows that there are 1 student (3,3%) voted netral , 13 students(43,3%) voted agreed,16 students(53,3%) voted stronglydisagreed.Item 32 stated,above shows that there are 17 students (56,7%) voted netral , 8 students(26,7%) voted agreed,5 students(16,7%) voted stronglydisagreed.Item 33 stated,above shows that there are 14 students (46,7%) voted netral , 7 students(23,3%) voted agreed,9 students(30,0%) voted stronglydisagreed.

Students' anxiety in learning English. Based on the information above, it shows that the variable frequency of student anxiety in learning English is mostly in the category of anxiety at the highest which shows the average (mean) of 4.63; median 5.00; mode 5 and a standard deviation of 900. With the results obtained, it can be said that the tendency of students to feel anxious in learning English is a fairly large category. Thus it can be concluded that the tendency of learning achievement in the category is quite large.

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K E R I N C I

B. Discussion

According to the theory, this research is in line with the theory of student anxiety in learning English according to Thomas JokoPriyoSembodobah that high student intelligence is able to make student learning outcomes decrease in learning English, students respond positively if low student anxiety is generated in learning English. high.

The students' anxiety in learning English at SMP Negeri 2 Kerinci was the student's anxiety level of 8 determined by the teacher. Usually for students anxious in learning English, about 80% of students' anxiety in facing learning English. Teachers of SMP Negeri 2 Kerinci gave students' anxiety scores in learning English.

One of the factors of anxiety in learning a foreign language is self-esteem. This is in accordance with Clement's explanation (in Trang, 2012) which defines foreign language anxiety as a complex concept related to student psychology in terms of feelings. Meanwhile, Frank (2015) explains that one of the characteristics of low self-esteem is feeling anxious. Another factor of anxiety about learning a foreign language, especially English is a lack of class preparation, speaking English in front of the class and a lack of confidence in learning English.

This study is also in line with Stuart's theory that situational factors influence customer decisions where customers decide to do pawnshops because in a situation they are in need of money / funds.³⁷

The results of this study indicate that student anxiety in learning English class VIII students of SMP Negeri 2 Kerinci academic year 2013/2014, this is evidenced by the value of r count is greater than r table ($0.915 > 0.349$) and a significance value of 0.000, which means less from 0.05 ($0.000 < 0.05$). The results of this study support previous research conducted

³⁷Stuart, Gail W. Buku Saku Keperawatan Kesehatan Jiwa. Jakarta: EGC 2007), hlm 110

by MelkiadesPero (2007) which concluded that there is a relationship between student anxiety in learning English and learning achievement.

Studying regularly is an absolute guideline that cannot be ignored by someone who studies, managing study time has an important meaning in learning. Remember the number of hours of lessons which is used in schools for English subjects is very lacking if not coupled with self-study and carrying it out to better be able to master the material that has been taught at school, be it studying in the library, studying in groups or studying alone at home. This is supported by the theory put forward by Nana SayodihSukmadinata (2003: 166) that one of the principles of learning is that learning activities take place at any place and time. Learning activities do not only take place at school and in the library but also at home, in the community, even anywhere learning can occur. Learning also occurs all the time, not only during class hours.

Students who are able to make good use of study time outside of class hours will certainly find it easier to accept and understand lessons, both those that are delivered by the teacher at school or those that are learned from textbooks independently. If this is done by students regularly and seriously, it is possible for students to master the subject matter maximally so that learning achievement will increase.

With the existence of students who make good use of study time outside of class hours, it will be able to improve student achievement. The better the use of study time outside of class hours, the better the learning

achievement of English language education for VIII grade students of SMP Negeri 2 Kerinci in the 2019/2020 school year.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the results of the research above, the conclusions that can be drawn are as follows:

1. The results of this study indicate that students' anxiety in learning English in class VIII SMP Negeri 2 Kerinci in the 2013/2014 academic year, this is evidenced by the calculated r value greater than r table ($0.915 > 0.349$) and a significance value of 0.000, which means less than 0.05 ($0.000 < 0.05$). The results of this study support previous research conducted by Melkiades Pero (2007) which concluded that there is a relationship between student anxiety in learning English and learning achievement.
2. Students who are able to make good use of study time outside of class hours will certainly be easier to accept and understand lessons, both those delivered by teachers at school and those learned from textbooks independently. If this is done by students regularly and seriously, it is possible that students can master the subject matter to the maximum so that learning achievement will increase.
3. With students who make good use of study time outside of class hours, they will be able to improve student achievement. The better the use of study time outside of class hours, the better the learning achievement of English language education for grade VIII SMP Negeri 2 Kerinci students for the 2019/2020 school year.

B. Suggestions

Although this study was carried out with a small number of participants within a short period of time, the findings provide some useful information that can be used by both teacher and stakeholders to improve the quality of English teaching and learning.



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Uji Valitas dan reabilitas

Table Validity Test Results

Variabel	Item	Skor Total Item	r tabel	Hasil
ecemasanSiswa	X.1	0,386*	0,3494	Valid
	X.2	0,449*	0,3494	Valid
	X.3	0,469**	0,3494	Valid
	X.4	0,558**	0,3494	Valid
	X.5	0,543**	0,3494	Valid
	X.6	0,620**	0,3494	Valid
	X.7	0,725**	0,3494	Valid
	X.8	0,704**	0,3494	Valid
	X.9	0,722**	0,3494	Valid
	X.10	0,622**	0,3494	Valid
	X.11	0,464**	0,3494	Valid
	X.12	0,464**	0,3494	Valid
	X.13	0,411**	0,3494	Valid
	X.14	0,598**	0,3494	Valid
	X.15	0,532**	0,3494	Valid
	X.16	0,622**	0,3494	Valid
	X.17	0,722**	0,3494	Valid
	X.18	0,532**	0,3494	Valid
Pembelajaran Bahasa Inggris	Y.1	0,815**	0,3494	Valid
	Y.2	0,464**	0,3494	Valid

	Y.3	0,498**	0,3494	Valid
	Y.4	0,541**	0,3494	Valid
	Y.5	0,872**	0,3494	Valid
	Y.6	0,872**	0,3494	Valid
	Y.7	0,815**	0,3494	Valid
	Y.8	0,464**	0,3494	Valid
	Y.9	0,854**	0,3494	Valid
	Y.10	0,438**	0,3494	Valid
	Y.11	0,915**	0,3494	Valid
	Y.12	0,438**	0,3494	Valid
	Y.13	0,410*	0,3494	Valid
	Y.14	0,915**	0,3494	Valid
	Y.15	0,815**	0,3494	Valid

.Correlation Is Significant At The 0,05 Level

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Table Reliability Statistics

Skor Total Item Variabel	<i>Cronbach's Alpha</i>	N of Items
Student Anxiety (X)	0,745	18
Learning English (Y)	0,771	15

the results of the reliability test that have been carried out, it can be seen that all the variables entered are reliable because they have a Cronbach's Alpha coefficient > 0.60 , namely the variable pawning goods estimation value (X) has a Cronbach's Alpha coefficient of 0.745 and customer decision variables (Y) have a Cronbach's Alpha coefficient of 0,771.

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