

The Student Anxiety Level and the Dominant Factors Influencing in Learning English at SMKN 17 Samarinda

Taufik Hidayat¹, Masrur yahya², Weningtyas³

Universitas Mulawarman

¹taufikhidayat@gmail.com, ²masruryahya@fkip.unmul.ac.id, ³weningtyas@fkip.unmul.ac.id

Abstract

Anxiety in learning English is a state of tension and apprehension as a natural response in learning English, and might impede students' learning process. This study was intended to find the students anxiety level and the dominant factor influencing in learning English. The survey research was applied to get the data needed. There were 120 respondents from four classes of the eleventh grade students of SMKN 17 Samarinda. The research instrument was a questionnaire by Horwitz (1991). Descriptive statistics was used to analyze the quantitative data. It was found out that on average students had high anxiety level, in which 73% of the students were categorized as having high anxiety level. Then, 19 % of the students had very high anxiety level, and 7.5% had medium anxiety. There are three anxiety factors, two factors: communication apprehension (74.9%) and test anxiety (74,5%) became the dominant factors, since in both factors, while the negative evaluation (69%) was the lower percentages from three dominant factor. Moreover, there were sub-factors which were found in this study that had correlation with the dominant factors in learning English, such as: not confident in learning English and lack of vocabulary (communication apprehension), teacher did not reduce anxiety and teaching quickly (test anxiety) and not good environment in learning English (fear negative evaluation).

Keywords: Anxiety, Learning English

1. Introduction

Anxiety plays a significant role in language learning and communication and is a real challenge in second and foreign language teaching and learning. Saito and Samimy (1996) assert that anxiety has a significant impact on language learning and achievement. For example, students learn and perform more successfully when they feel secure, happy, and excited about the subject. So, anxiety has the potential to interfere with learning. Negative emotions such as anger, anxiety, and sadness have the potential to distract students' learning effort.

Mounprasert (2008) stated that the majority of students have problems with communicative foreign language use as a result of inappropriate environmental factor, no chance to communicate by using the foreign language in their daily life, lack of self-confidence, embarrassment, and nervousness in using the foreign language. Horwitz (1986) added that anxiety in learning English seems to be one of the main influencing factors for effective language learning. Therefore, emotion is one of the important aspects during the process of learning in the classroom, since it has correlation to student performance. Students must have good emotions when studying to make them understand the lesson easily. It is supported by Pekrun (2006) who stated that because of numerous reasons, these emotions are highly relevant between student and subject in the school.

Further, the eleventh grade students at SMKN 17 Samarinda were investigated to find their anxiety level and the dominant factors influencing in learning English. This

secondary high school in Samarinda was chosen based on the experienced while doing pre-teaching or teaching practice there. As the result, many of the students were afraid and shy to practice with the target language, they were worried about making mistake especially in English. One of them thought if he made mistake, the teacher would get angry and an other students would ridicule him. So, he preferred to be quiet and sit passively. While, some of them also believed that English was a difficult subject. Such, belief could affect their self-esteem and led them to feel worried in classroom. In the end, when they were asked to practice, they started to stutter.

Based on the background of the study, the researcher formulated the research questions as the following:

1. What is the students' anxiety level in learning English at SMKN 17 Samarinda in the 2019/2020 academic year?
2. What is the dominant factors influencing the students' anxiety in learning English at SMKN 17 Samarinda in the 2019/2020 academic year?

2. Literature Review

Anxiety is an emotion that affects every person. There are three factors of anxiety; communication apprehension, test anxiety and fear negative evaluation. In the majority of cases, it concerns the notions of fear and threat to the person's physical safety or psychological well being in his/her interactions with the environment. Saito and Samimy (1996) asserted that anxiety had a significant impact on language learning and achievement. Robb (2005) also adds that cognitive anxiety would have negative correlation with performance and physiological anxiety had relationship with performance. Furthermore, anxiety arises as a response to a particular situation. Passer and Smith (2009) defined anxiety as a state of tension and apprehension as a natural response to perceived threat.

The Factor of Foreign Language Anxiety Foreign language anxiety has the same clinical picture as any other type of anxiety (Horwitz, 1986) sweating, palpitations, trembling, apprehension, worry, fear, threat, difficult concentration, forgetfulness, freezing, going blank and avoidance behaviour (Horwitz & Cope, 1986). In the research conducted by Hashemi and Abbasi (2013) the participants described their own signs of anxiety such as blushing, perspiration, staggered voice, either too fast or too slow speed of speech, rubbing the palms, poor performance, less eye contact because of the reading from the paper or screen while giving presentations. Furthermore, Minat (2013) explained that the negative effects of anxiety in foreign language learning, anxious people divide student attention between task-related cognition and self-related cognition, making cognitive performance less efficient.

Review of Previous Study

Panich's (2016) studies which title is the relationship of factors affecting undergraduates' anxiety in communicative foreign language, at Rajamangala University of Technology Srivijaya. This study aims to first analyze the correlation of factors affecting undergraduates' anxiety with foreign language communication, and then to study factors affecting undergraduates' anxiety with foreign language communication. The research instrument was a questionnaire which was theoretically developed based on the literature review about factors affecting undergraduates' anxiety with foreign language communication. The findings in this study revealed that teacher factor had a significant positive correlation with student factor at the moderate level which is

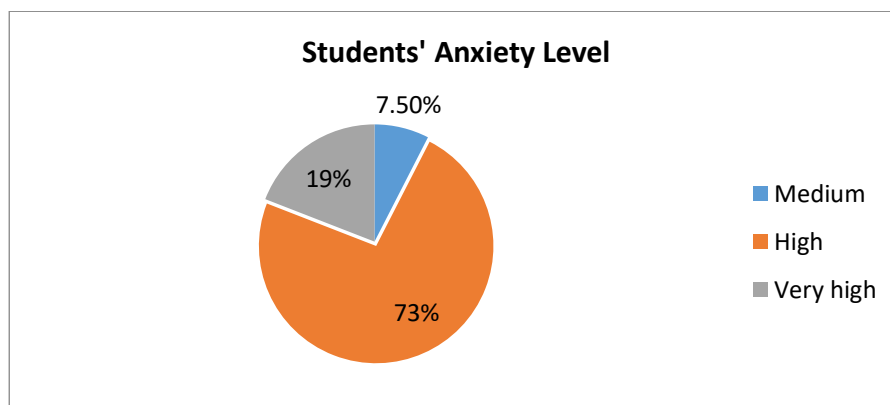
consistent with Johnson and Morrow (1981) who claimed that teachers play an important role in promoting and encouraging students to practice all language skills

3. Methods

This research was conducted to identify the students' anxiety level in learning English and its dominant factors at SMKN 17 Samarinda. This, quantitative research adopted a research is a survey study.

4. Result

Findings.



It was found out that it obtained that there were 88 respondents (73%) who had high level of anxiety, 23 respondents (19%) had very high level of anxiety level, and 9 respondents (7.5%) had medium level of anxiety level, and 3% had medium anxiety. Based on the result of the questionnaire, it can be concluded that most of the students had high anxiety in this research question number 1

5. Discussion

The first research question of the study that would be discussed was “what is the students' anxiety level in learning English at SMKN 17 Samarinda in the 2019/2020 academic year?”. This question aimed to find out the students' anxiety level and also to know the dominant factors influence in learning English. Based on the result, it is found out that 73% had high anxiety level. Then, 19 % had very high anxiety level, and 7.5% had medium anxiety. From 120 respondent and 4 classes. It was found out that the score range was 28 to 112. It could conclude that the majority the eleventh grade students at SMKN 17 Samarinda had high anxiety.

The second research question was “What is the dominant factors influencing of the students' anxiety in learning English at SMKN 17 Samarinda in the 2019/2020 academic year?”. This research question aimed to find out the the dominant factor in learning English. There are three factors of students' anxiety in learning English. They are communication apprehension, test anxiety and fear negative evaluation.

As the result, the it had been found the data showed that Communication apprehension was the dominant factors students anxiety in learning English SMKN 17 Samarinda in the

2019/2020 academic year. The mean score 30.38 and percentages was 74.5%. The data also showed the lowest score was 11, the frequency of this score was 1 with 0.8 %. Then, maximal score was 44, the frequency of this score was 2 with 1.7%. Next, the most score got was 31, the frequency of this score was 13 with 10.8%. Beside the data showing that anxiety had significance correlations with have potential negative effects on the students' academic achievement, cognitive processes, the social context and the reaction for student (Minat, 2013). Further, the results indicate that the majority of the students often do not know how to say something in English and often prefer to talk less in English in classroom. It was supported by Young (1991) argued that the reason why learners do not participate in the classroom activities is the fear of committing a verbal error.

6. Conclusion

The anxiety level of the students SMKN 17 Samarinda was high. In this case, it is found that 73% of the students had high anxiety level. Then, 19% had very high anxiety level, and 7.5% had medium anxiety. There are three anxiety factors, two factors: communication apprehension (74.9%) and test anxiety (74,5%) became the dominant factors, since in both factors, while fear negative evaluations (69%) was the lowest score from three factors. Moreover, there were sub-factors which were found in this study that had correlation with the dominant factors in learning English, such as: not confident in learning English and lack of vocabulary (CA), teacher did not reduce anxiety and teaching quickly (TA) and not good environment in learning English (FN).

7. Suggestions

Teachers should help students especially for students' anxiety in learning English. Teacher should provide a solution that can lead the anxious feeling to decrease students' anxiety, so that students have motivation to learn. Teacher can use using cooperative learning. Students are continuously discussing, debating and clarifying their understanding of the concepts and materials being considered during the class.

It is hoped that there will be more research in this field that conducted. It is because anxiety has the potential to be related to students' achievement in learning English. Future researchers might conduct a research related to factors influencing anxiety in learning English, such as: the effect of having anxiety in learning English or the way to reduce anxiety in learning English.

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