

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

THESIS



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THE FACULTY OF TEACHER TRAINING AND EDUCATION

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*Submitted to Fulfill a Partial Requirement for Getting S-1 Degree at
the English Department, Teacher Training and Education Faculty,
Bung Hatta University*



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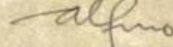
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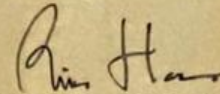
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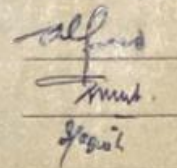
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ABSTRACT

Adilia, Salwa Nabila, 2023. An Analysis of Anxiety of Learning English Faced by the Eleventh Grade Students Of SMAN 2 Sawahlunto.

Advisor: Dr. Joni Alfino, M. Pd.

The purpose of this research was to describe the anxiety of learning English faced by the eleventh-grade students' at SMAN 2 Sawahlunto. The design of this research was the descriptive research. The population of this research was all of the eleventh-grade students' at SMAN 2 Sawahlunto. Stratified cluster random sampling was used on this research and number of samples was 60 students. The data were collected through a questionnaire.

In general, while other studies of foreign language anxiety focussed on either both college or junior school level, this present study focussed on senior school level and shows clear and convincing evidence of the caused of students' anxiety in learning English. According to the questionnaire, there are various factors that may contribute to their anxiety. After the researcher got the results of the average values from external and internal factors, the researcher compared them and found that the dominant factor in triggering students' anxiety is internal factor. It was proven by fact that 80% students had anxiety triggering by the internal factor, and 34% students had anxiety triggering by the external factors.

By having known that the students had anxiety in learning English, the researcher would like to give some suggestions, teacher should manage class verywell in order to avoid students from anxiety, and the researcher is suggested to investigate students anxiety specially on language skill respectedly.

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CHAPTER I

INTRODUCTION

This chapter deals with introduction of the study which consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research questions, purpose of the research, significance of the research, and definition of the key term.

Background of the Problem

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

Unfortunately, in the case of foreign language learning, students' emotions tend to be more discouraging rather than encouraging. One of the emotional states that make such process becomes difficult is anxiety. Emotional state such as anxiety can distract students in the language learning process. Feeling of tension, worry and nervousness will impede students' ability to perform successfully in a

foreign language classroom. According to Oxford (1999) “Most language research shows a negative relationship between anxiety and performance”. Anxiety harms students’ performance by way of worry, self-doubt, and reducing participation. In addition, according to Krashen (2013) debilitating anxiety can raise the affective filter and for a self doubt that prevents a comprehensible input from being used for language acquisition. Anxious students will have difficulties in following lessons. They may learn less and also may not be able to demonstrate what they have learned. Even worse, they may experience more failure, which in turn escalate their anxiety.

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

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

anxiety in an attempt to understand the issue of anxiety in learning English more deeply.

Identification of the Problem

Based on the Background of the study, the identification of the problem of the research was the students got nervous, created avoidance and reduce participation in the classroom. They were afraid and shy to practice with the target language, in this case the target language is English.

Limitation of the Problem

Based on the identification of the problem, the researcher limited her study on what factor contributing to students anxiety in learning English, as perceived by students, at 11th grade of SMAN 2 Sawahlunto.

Formulation of the Problem

Based in the limitation of the problem above, the researcher formulated the problem of the research as follow “What factors contribute to students’ anxiety in learning English?”

Research Questions

Based on the formulation of the background above, the writer formulates a research questions with :

1. Is internal factors contribute to students’ anxiety in learning English?”
2. Is external factors contribute to students’ anxiety in learning English?”

Purpose of the Research

Based on the problem above, the general purpose in this research was to describe the factors of students' anxiety of SMAN 2 Sawahlunto in learning English. The specific purpose is to describe factors that are more dominant that influence students' anxiety in learning English.

Significance of the Research

After doing this research. Researcher hopes it gives useful information teacher, and future researcher. For the teacher, they got information about what factors cause students' anxiety in learning English . This study can also be a reference and input for the next research.

Definition of the Key Term

To avoid a misunderstanding in understanding this study, researcher gives some definition.

- Analysis is a detailed examination of anything complex in order to understand its nature or to determine its essential features.
- Learning is a change in an organism's or behavior brought about by experience or the acquisition of a form knowledge or ability through the use of experience.
- Anxiety is a mental condition characterized by excessive apprehensiveness about real or perceived threats, typically leading to avoidance behavior and often to physical symptoms such as increasing heart rate and muscle tension.