

**THE IMPACT OF STUDENTS' ANXIETY IN LEARNING ENGLISH ON THE
ENHANCEMENT OF THEIR LEARNING OUTCOME IN THE SEVENTH
GRADE OF MTS ASASUL MUTTAQIN**

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Abstract: This research describes the students' anxiety in speaking English in the Seventh grade of MTs Asasul Muttaqin in the academic year of 2019/2020. This research aims to know the factors that trigger Students' anxiety in learning English and also to describe and explain the students' anxiety impact of learning English on the enhancement at the seventh grade of MTs Asasul Muttaqin. This research was descriptive qualitative research. The subject of this research was 32 students in the Seventh-grade of MTS Asasul Muttaqin, Lar-Lar , Banyuates. The data was taken from the questionnaire, interview, observation, and documentation. The data which have been collected are analyzed by using the theory of source anxiety and anxiety coping strategy. The result of the research showed that the students of the Seventh grade have some factors in anxiety: lack of preparation, learners' belief about language learning, fear of making mistakes, fear of classmates, and personal and interpersonal factor. However, the most dominant factor of speaking anxiety in the Seventh grade of MTs Asasul Muttaqin in the academic year of 2019/2020 students is a lack of preparation. The researcher also found some impacts from anxiety in learning English. Those are learning Difficulties, their Language Ability can not develop independently, and nervousness. Nervousness is the most dominant impact of Anxiety among students in the Seventh grade of MTs Asasul Muttaqin in the academic year of 2019/2020. Some of the students combine it with other impacts.

Keywords: Anxiety, Learning Outcome

INTRODUCTION

Nowadays, English learning is a must for all people. For a student, it can be helpful in building and developing science and technology. Language is the essential system used by humans to communicate in life. It means that people can share their ideas and feelings and get information from one person to another. Through language, people will feel easy to communicate and interact with others. There are four skills in learning English: listening, speaking, reading, and writing.

English as Foreign Language (EFL) learners and teachers are learning or teaching English while living in a community where English is not spoken as a first language. These learners may be good at learning other skills, but when it comes to learning another language, they claim to have a 'mental block.' Many learners express their inability and sometimes even acknowledge their failure in learning to speak a foreign language.

According to Horwitz et al (2011)., anxiety as "unusual and unusual fear is often characterized by physiological signs (such as sweat, tension and increased pulse rate), by doubt about reality and the nature of threats, and by self – doubts about one's

ability to cope." It is also supported by Cutrone (2002) that speaking in a foreign language in public or class, sometimes being bound or losing words in unexpected situations, often leads to despair and a general sense of failure.

In Junior high school, English is taught generally consisting of learning to improve speaking skills, listening skills, reading skills, and writing skills. This research focuses on speaking skills. It is one aspect of learning a second foreign language that everyone should master. It means that speaking English is needed by many people, especially students. By mastering speaking, the students also can do conversation meaning, receiving, and processing information from others directly.

MTs Asasul Muttaqin is one of junior high schools in Banyuates, Sampang. It is located in Jl. H. Ruslan Lar – Lar, Banyuates. This school's location is less strategic than other schools because it is located in rural areas. Some complete facilities have supported this school for teaching and learning, such as computer, multimedia, library, laboratory, and soon. MTs (Madrasah Tsanawiyah) is a school that has the same degree as Junior high school, but it has some differences from

junior high school. The difference is that in MTs, religious education is more emphasized. In this school, there are many subjects of religion here, for example, Arabic language subject, Qur'an Hadist subject, and Aqidah Akhlaq subject. Religious activities also become daily practices in this school, like reciting the holy Quran and praying dhuha together before the class starts.

Although religion is emphasized in this school, the other subject also becomes attention because it is important in the learning process. For example, to improve students' English skills, the teacher used role-play or gave a task to students to speak up in front of the other students. In the native learning process, students will study the material in English as in the English book.

The researcher focused on seventh grade because, at first, the student looked anxious when they were in English lessons, especially when they had the assignment to speak in front of the class when the learning class got anxious about speaking English. He wanted to know the factors behind the students' concerns in the English class and the solution to the anxiety problem. With that in mind, the researcher is eager

to research the students' speaking skills concerns.

From the background above, he decided to conduct a research entitled "The Impact of Students Anxiety in Learning English Toward The Enhancement of Their Learning Outcome At Seventh Grade Of Mts Asasul Muttaqin." In this research, the study's objectives are to know the factors that trigger students' anxiety in learning English and to explain the impact of learning English on enhancing their Learning outcome in the seventh grade of MTS Asasul Muttaqin. He hopes this research will be useful for the researcher, reader, teacher, and school.

RESEARCH METHODS

In conducting the study, the researcher used the descriptive qualitative method. It is because the data are in the form of words and figures and not in the form. Brumfit and Rosamond dalam sugiyono (2015) stated that descriptive qualitative research will provide an accurate account of current practice, how learners teach, and what classrooms look like at a particular moment. In conclusion, this research is descriptive qualitative research. This caused the researcher to describe the students' anxiety in English skills. The

impact of students' anxiety in Learning English in the Seventh grade of MTS Asasul Muttaqin in the academic year of 2019/2020.

The researcher chose a class of seventh class in MTS Asasul Muttaqin in the academic year of 2019/2020. The subject of the research is one class of the students of VII in MTS Asasul Muttaqin in the academic year of 2019/2020. The data were obtained from 32 students. The consideration which made the subject chosen is because many students showed the symptom of anxiety when speaking in class.

The researcher collected the data from sources as follows: The data source in this research includes events and informants. The events are in the form of teaching-learning activities in English subjects, especially teaching speaking, to seventh-grade students of MTS Asasul Muttaqin in the academic year of 2019/2020. The researcher observes the students' anxiety about speaking in class. The researcher focuses on only one-seventh class because this class shows the symptom of anxiety in speaking English more than the other class. The informant of the questionnaire is 32 students of the VII Class, and the informant of the interview is ten students

of the VII Class. The English teacher is Mr. Sholihin, S.Pd, who conducts English teaching for the Seventh-grade students. The English teacher of VII Class also became an informant in this research.

Data collection becomes the essential step in research because the data collected by the researcher would be prepared, analyzed, and interpreted to solve the problem. Based on the research problems, many instruments or tools are used in this research: questionnaire, observation, interview, and documentation. The questionnaire asks the respondent to choose among a possible set of answers, and the open-ended questionnaire is used to seek the potential source of anxiety and anxiety coping strategies by the students. This questionnaire gave the students of the Seventh grade of MTS Asasul Muttaqin in the academic year of 2019/2020 to know the anxiety felt by students. Observation is the way of collecting data by observing the phenomena being researched. The purpose of observation is to perceive the nature and extent of significant interrelated elements with complex social phenomena, cultural patterns, or human conduct. So, observation can be said that the research

method can be conducted systematically and intentionally by using the five senses, especially the eyes. The interview is a conversation between two people (the interviewer and interviewee) where the interviewer asks questions to obtain the information from the interviewee. The interview is a meeting of two people to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic Esterberg (2002) cited in Sugiyono (2005). Documentation is students' scores are taken from value teachers. These scores covered the students' ability to learn English in seventh grade. Indeed, the value is related to the students' level of anxiety.

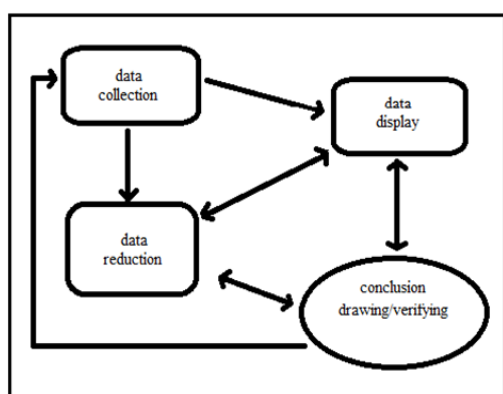


Figure 1. Miles and Huberman Interactive models of data analysis (2012)

In short, the steps in analyzing the data are: (1) the researcher collects the data through interviews and questionnaires. Then, the researcher

selects, identifies, and focuses on the data by referring to the formulation of the research problem. (2) after selecting the data, the researcher analyzes the data with the theory of experts. (3) after displaying and analyzing the data, the conclusion is drawn.

RESULTS AND DISCUSSION

Results

The Factors of Students' Anxiety Learning English

This part of the study focuses on factors contributing to students' anxiety in learning English. The researcher did the observation twice in 7th grade on October – December, 29th, and 02nd 2019. The researcher found that more than half of the students in the open questionnaire answered feel anxious when they have to speak in front of the class. The interview, questionnaires, and student observation were conducted to gain data about the factors contributing to students' anxiety in speaking performance. Students reported many reasons and factors. In reducing and grouping the data, the researcher divided it into five. According to them, here are some factors contributing to students' anxiety in speaking:

a. Lack of preparation

Lack of preparation or unpreparedness of the material is the factor of students' anxiety in speaking. Based on the researcher's class observation and questionnaire, lack of preparation is one of the factors contributing to students' anxieties in speaking; the reason they felt nervous was that they were lack of preparation, such as unprepared for the materials and lack of practice. 9 of 32 students answered that the factor of their anxiety is unprepared material. Some students answered that unprepared material made them fear making mistakes. Here are some of the answers from the open questionnaire:

Achmad Panji : *"Ya, saya merasa khawatir karena dari awal tidak ada persiapan dan tidak percaya diri."*

Fara Dela : *"Karena mungkin faktor dadakan dan biasanya saya takut salah bila maju di depan untuk berbicara bahasa Inggris. Saya takut kadang-kadang kalau apa yang sudah di hafal itu berantakan. Tapi kadang saya juga lancar dalam berbicara di depan kelas."*

b. Learner's belief about language learning

The second problem faced by the students was learners' beliefs about language learning. Learner belief means the situation when the students believe that they have to speak perfectly in a foreign language. In this condition, it is about the English material. The researcher found that learner beliefs about language learning became a factor of anxiety.

Based on the researcher's open *questionnaire* answered by the students, there were 8 of the students of 32 students answered that they were less in English understanding. Here are some of the answers of the students in the questionnaire:

Junaidi : *"Iya, kurang faham dengan bahasa Inggris, belum bisa berbahasa Inggris, grogi, masih nerves dengan yang sudah lancar berbahasa Inggrisnya, belum banyak hafalan kosa kata."*

Khoirul Muijb : *"Ya, karena saya gak tau bahasa asing."*

c. fear of making mistakes

Based on the researcher's questionnaire, interview, and observation, being afraid of making mistakes was one factor contributing to students' anxieties in speaking.

Based on the researcher's open questionnaire answered by the students, there were six students of 32 students answered that they were fearful of making mistakes. They feared making mistakes because they would get a bad score, and the other students would laugh. Here are some of the answers of the students:

Maksum: "Ya, karena merasa takut apabila dalam berbicara salah, merasa gugup/groggi ketika berbicara (presentasi) melihat guru."

Mutrikatul Ainiyah : "Ya, karena saya takut dalam pengucapannya ada kata kata yang kurang dan salah."

d. Afraid of classmates

Based on observation, interviews, and questionnaires, classmates often made tense situations in the language classroom. The situations made students feel nervous and uncomfortable when they spoke. The interview with the students supports this data.

The results were enclosed in appendices for the detailed answer to the questionnaire. In the open questionnaire, two students said they felt anxious because everyone stared at them. One of the students named Nursafika answered:

"Saya selalu merasa khawatir (gugup, panik, dll) ketika berbicara Inggris di depan kelas karena saya kurang percaya diri, biasanya kurang persiapan, dan saya lebih grogi dilihat orang-orang yang saya kenal."

e. Personal and Interpersonal Anxieties

Based on observation and interview, personal and interpersonal anxieties often make tense situations in the language classroom. Personal and interpersonal anxieties also became a factor that makes someone feel anxious. It was investigated in correlation with another social and psychological construct.

In the open questionnaire, six students answered that they feel anxious because of personal and interpersonal factors. One of the students named Rusmah answered:

"Saya merasa setiap akan berbicara bahasa Inggris di depan kelas, aku merasa kurang percaya diri."

The Impacts Of Students' Anxiety In Learning English On The Enhancement Of Students' Learning Outcome At Seventh Grade Of Mts Asasul Muttaqin

In the learning process, anxious students tend to be unwilling to produce complex words or phrases in the activity

of speaking. Horwitz, Horwitz, & cope (2006) suggests that concerned students avoid expressing information in complex and lengthy sentences because they may feel anxious. Chang and Chen (2004) show that negative anxiety about a second or alien language hurts the perception that a second or foreign language class is challenging and causes learning difficulties, low scores, and a lack of skills to develop. Anxiety students tend to think of learning a language so complicated that they always feel inferior when learning a second or foreign language. This assumption, partly affected by their history of frustrating language learning (chang and Chen 2004), will make students struggle with language (receiving and understanding input). Because of their poor understanding, their learning seems unsuccessful, reflected in their low grades. Regardless of the possibility that exam anxiety will also contribute as they sit down in the exam, their low score indicates that the studied material does not seem to be absorbed and digested. Eventually, because learning does not happen, their language ability will not develop independently

According to Horwitz (2011), anxiety is "unusual and unusual fear, and fear is often characterized by physiological signs (such as sweat, tension, and increased pulse rate), by doubts about reality and the nature of threats, and by self-doubts about one's ability to cope." Extreme anxiety occurs when students of EFL become bound or lose a word in an unexpected situation, often leading to despair and a general sense of failure. It is also supported by Cutrone (2002) that speaking in a foreign language in public or in class, especially in front of native speakers, often causes anxiety.

Table 1. The Impact of Students' Anxiety on Learning English

| No | The Factor Causes Students' Anxiety in Speaking English | The Impact of Students' Anxiety on learning English |
|----|---|---|
| 1. | Lack of preparation | Learning Difficulties |
| 2. | Learner's beliefs about language learning | Their Language Ability will not Develop Independently |
| 3. | Fear of making mistakes | Nervous |
| 4. | Afraid of classmates | Low grades |
| 5. | Personal and interpersonal anxieties | Sweat, tension, and increased pulse rate |

Discussion

The Factors Causes the Students' Anxiety In Learning English

Based on the research finding of this thesis, the researcher found that most seventh-grade students of MTS Asasul Muttaqin in the academic year of 2019/2020 felt anxious when speaking. The questionnaire result showed that most students were anxious when learning English in class. Some causes of speaking anxiety students face when practicing speaking in class. The sources were lack of preparation, learner belief about language learning, fear of making mistakes, fear of classmates, and personal and Interpersonal anxiety.

Based on Ohata (2005), there are six sources of anxiety that can arise: personal and interpersonal factors, learner beliefs about language learning, instructor beliefs about language teaching, classroom procedures, instructor-learner interaction, language testing, and lack of preparation. Based on Shu Feng Tseng (2012), causes of anxiety can arise from pressure from parents and teachers, lack of confidence and preparation, fear of making mistakes, fear of foreigners and their behavior, and conditioning in childhood.

Based on the observation on May 8th, Nov 11th, and Nov 15th, 2019. The researcher found the most dominant cause of Seventh-grade students of MTS Asasul muttaqin in the academic year of 2019/2020.

The first factor contributing to anxiety in speaking was lack of preparation before speaking English. Preparation is very important before speaking English. The students would prepare the material before practicing to speak English in front of the class so that the students could speak fluently without being anxious.

The second factor contributing to anxiety in speaking was learners' belief about language learning. This factor contains much of the factors that come from the students about English learning. Some of it: the worries about wrong pronunciation, grammar, vocabulary, fluency, and other factors in learning English make them worried. A high level of anxiety may be triggered by students' detrimental beliefs, such as that everything they said in the foreign language had to be completely free of mistakes, or that everyone else was better and they were going to have difficulties communicating and

understanding each other Horwitz et al (2011). The students tended to see their English classes as an ongoing language exam in front of an audience, where they constantly had to prove their English competence was up to standard.

The third factor was fear of making mistakes. The students are afraid of making mistakes because the other students will laugh when they do something wrong and it makes them anxious to speak in front of the class. It was one of the factors contributing to students' anxieties in speaking.

The fourth factor was being afraid of classmates. Peer-related fears and worries, it came to light, were not the result or consequences of actual negative experiences with classmates, such as being laughed at or ridiculed by them. Feeling that friends laugh when making mistakes. This is a psychological disorder because they think other people are greater and consider doing the wrong thing a big problem.

The fifth factor causing anxiety was personal and interpersonal. A personal and interpersonal factor here is a factor that comes from the inside of the student and with other people who influence the student's personal. Based

on the open questionnaire, many students are unconfident with themselves, nervous when speaking in front of the class, and shy become the limelight.

The Impact Of Students' Anxiety In Learning English

Pappamihiel (2002) claims that there has not been much research on the impact of anxiety of a second language or foreign to the acquisition of English scores among EFL / ESL students. However, the result of anxiety like that experienced and indicated by English learners has brought several researchers to an emphatic statement that second language or foreign anxiety can hurt The value of learning English (Pappamihiel, 2002). Several researchers argued that language anxiety about the second or foreign language could significantly and negatively affect language learners' English learning. In the learning process, students EFL / ESL who are anxious tends to show a reluctance to produce a word or sentence complex in speaking activities.

Chang and Chen (2004) point out that the negative anxiety of second language or foreign has a causal effect against the perception that the language

class to two or stranger is difficult, deep difficulty studying in class, low scores, and lack of skills for developing. Horwitz, Horwitz, & Cope (2006) suggested that ESL / EFL students who are anxious tend to avoid revealing information in sentences complex and long because they may feel anxious. It can be concluded that anxious students tend to assume that language is always learning hard to do, so they always feel inferior when learning a second or foreign language. These assumptions are influenced partly by historical frustration of their language learning (Chang and Chen, 2004) in turn will make students difficult learn the language (accept and understand input). Because of their poor understanding, their learning seems unsuccessful, which is reflected in their low scores.

Based on the questionnaire, observation, interview, and documentation, the impact of student anxiety is that the students got low grades which can be seen in the scores obtained by seventh-grade students in learning English. However, not all of them have low scores. The proof is from 32 students with 77 KKM (criteria minimal scores) 10 students exceed the minimum score limit. Five students got

80, which is the highest score. They are Khoirul Mujib, Saedah, Fathul Bari, Maghfiroh, and Nurfadilah. The five other students got 78, and students who got the same score as the criteria minimal scores were six, while half of the students were under the criteria minimal scores. Accumulatively, it can be concluded that the impact of student anxiety can cause low grades.

CONCLUSION

Based on the results, the researcher can conclude that most students of the Seventh grade of Mts Asasul Muttaqin in the academic year 2019/2020 feel anxious when speaking. Most of the students feel anxious when they are speaking in front of the class. The factors of speaking anxiety in the seventh grade of Asasul Muttaqin in the academic year 2019/2020 based on the questionnaire, interview, and observation are lack of preparation, learners' belief about language learning, fear of making a mistake, afraid of classmates, personal and interpersonal anxiety. The most dominant factors of speaking anxiety in the Seventh grade of Asasul Muttaqin were the lack of preparation and the fear of making mistakes. These factors impact the students' learning process. Furthermore,

The factors also make the students' language ability difficult to develop independently. They also felt nervous most of the time, had low grades, were sweating, tense, and had increased pulse rates.

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