

**AN ANALYSIS OF STUDENTS' ENGLISH LANGUAGE ANXIETY AT
SMAN 7 PADANG**

THESIS

*Submitted as partial fulfillment of the requirements
to obtain strata one (S1) degree*



By

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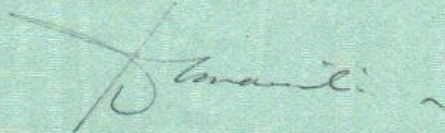
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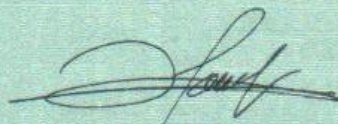
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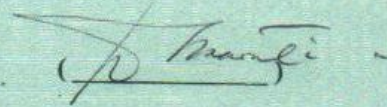
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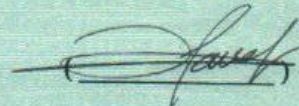
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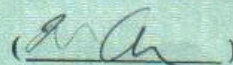
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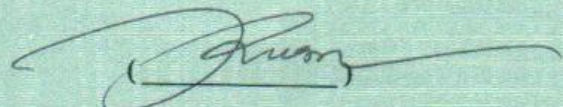
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ABSTRAK

Oktaviani, Fatmala Sari. 2013. *An Analysis of Students' English Language Anxiety at SMAN 7 Padang*. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian ini mempelajari tentang kecemasan siswa dalam belajar bahasa Inggris. Penelitian ini bertujuan untuk melihat komponen-komponen yang paling berpengaruh terhadap kecemasan siswa dalam belajar bahasa Inggris dan juga sumber-sumber kecemasan siswa dalam belajar bahasa Inggris di SMAN 7 Padang.

Jenis penelitian yang digunakan adalah penelitian deskriptif. Sumber data penelitian ini adalah 2 kelas X; X9 dan X10, 2 kelas XI; XI IPS 1 dan XI IPA 4, dan 2 kelas XII; XII IPA 1 dan XII IPS 1. Instrumen penelitian yang digunakan ialah angket dan wawancara. Teknik analisis penelitian untuk data angket menggunakan rumus persentase sementara data wawancara di analisis penulisan naskah, interpretasi, dan penarikan kesimpulan berdasarkan naskah wawancara.

Hasil penelitian menunjukkan bahwa komponen yang paling berpengaruh terhadap kecemasan siswa dalam belajar bahasa Inggris adalah ketakutan terhadap penilaian negative orang lain, diikuti dengan kecemasan dalam berkomunikasi, kecemasan akan ujian, dan yang terakhir adalah kecemasan di kelas bahasa Inggris. Melalui interview didapatkan bahwa siswa merasa sumber kecemasan mereka adalah rendahnya kepercayaan diri dalam belajar bahasa Inggris, keyakinan diri mereka yang merasa bahwa bahasa Inggris sulit, koreksi langsung dari guru, kegiatan kelas yaitu berbicara, dan ujian bahasa Inggris.

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

English is one of the main subjects taught in junior high school and senior high school level. It is taught from the first year of junior high school and senior high school level. It is also one of the subjects involved in National Examination. According to those situations, English can be said as an important subject learnt in junior high school and senior high school level. Especially for high school students, English learning is more complex than in junior high school since the purpose of English language learning in high school is to enable students to reach informational level since they are expected to continue their study to higher education level (KTSP,2006). However, it is hard for high school students to reach informational level of English. Based on the interview done with an English teacher and a training teacher at SMAN 7 Padang, it was found that students' achievement in English learning is generally quite low. For instance, it can be seen from the English mid semester mark of XI IPA 4 and XI IPS 1 students as followed.

Table 1. XI IPA 4 & XI IPS 1 Students' Mid Semester Score

Classes	Members	Score ≥ 70	Score ≤ 70
XI IPA 4	34	26	8
XI IPS 1	34	4	30
Total	68	30	38
Percentage	100%	44%	56%

Actually, Students' low achievement in English may come from themselves. It implies that high school students' problem in learning English comes from themselves which is called internal factors. Brown (2007) states that some factors affected students in language learning that come from themselves is personality factors. Brown classifies some personality factors such as self esteem, willingness to communicate, motivation, and anxiety. He states that self esteem is related to students' belief about their own capability. Meanwhile, he describes willingness to communicate as the choice of a person to do and not to do the communication. He states motivation is central and have to be interpreted in a social context. Another personality factor is anxiety. Brown (2007) quotes spielberger's definition of anxiety who argued that psychologically anxiety is the personal feeling of tension, apprehension, nervousness, and worry associated with a stimulation of the autonomic nervous system. Based on some studies; McIntyre & Gardner, 1991; Young, 1991; Oxford, 1999; Horwitz & Horwitz, 2001 (In Young, 1999) anxiety often interferes students' learning process. Students' anxiety in learning English is really bothering that it affects students' learning achievement. If students' language anxiety gets higher, they cannot perform well in classroom.

According to informal interview to an English training teacher and an English teacher at SMAN 7 Padang, most of students were nervous when it came to speaking English or English test. Whenever they are in front of the class, they tend to forget what they already have in mind. Their fear and nervousness in speaking, English test, and performing in class show that they already deal with

anxiety since fearness in speaking; that is classified into communication apprehension, and English test are two of components in language anxiety.

Some of the internal factors above have been studied by many researchers such as motivation. However, there is lack of research on anxiety especially in English department of state university of Padang. Therefore, the writer is interested in studying students' English language anxiety at SMAN 7 Padang.

B. Identification of the Problem

Based on the background above, anxiety is quite important problem for students in learning English since it interferes students' English learning. The more debilitating students' language anxiety is, the more difficult they follow the learning process. The students' language anxiety in learning English may come from some components. Moreover, students' language anxiety in English class may arouse from many aspects; themselves and external factors.

C. Limitation of the Problem

This research is limited to students' English language anxiety and it is focused on the components of students' English language anxiety and its sources.

D. Formulation of the Problem

The problem of this research is formulated as follow: what are the components of language anxiety that mostly influence students in English language learning and the sources of students' English language anxiety at SMAN 7 Padang?

E. Research Questions

In this research, there are two questions that will be answered as follow:

1. What are the components of language anxiety that mostly influence students in English language learning?
2. What are the sources of students' English language anxiety?

F. Purpose of the Research

The purpose of this research is to find out the components of language anxiety that mostly influence students in English language learning and also the sources of students' English language anxiety.

G. Significance of the Research

Theoretically, this research is expected to develop theory about English language anxiety especially on the components and sources of students' English language anxiety. Practically, the finding of this research is expected to give information about the important of considering the components of students' English language anxiety and its sources in teaching.

H. Definition of the Key Term

English Language Anxiety :	Feeling of uneasiness, nervousness, and worry of SMAN 7 Padang students in learning English that is measured by questionnaires and interview.
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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings, it was found that the components of English language anxiety that mostly affected students in English language learning was fear of negative evaluation. According to the data found, most of students of X 9 and X 10, XI IPA 4 and XI IPS 1, and XII IPA 1 and XII IPS 1 felt that fear of negative evaluation was the component of English language anxiety that mostly influenced them in English language learning. The most influential component of students' English language anxiety was fear of negative evaluation. Most of them fear and nervous whenever they faced evaluative situation.

The second influential component was communication apprehension. They were afraid that they could not understand other students. Not only that, they were also anxious that they could not make others understand about what they said in English. The third influential component was test anxiety. The students felt that test-taking situation made them anxious. The last component that mostly influenced students in English learning was English classroom anxiety which was generally about their fearness in English class.

Derived from the interview, it was found that the sources of students' English language anxiety were personal and interpersonal, personal belief about language learning, instructor-learner interaction, classroom procedure, and

language test. Personal and interpersonal was related to the students' low self esteem and lack of confidence in English learning. The students thought that English learning is difficult was the problem of the students' belief about language learning. Direct correction from the teacher was the most provoking anxiety in instructor-learner interaction. Speaking was the most anxiety provoking classroom activity. Language test also made the students anxious.

B. Suggestion

Based on the conclusion, it is suggested that the students should build more self confidence in English class. Moreover, the students should gain more self esteem in order to reduce language anxiety whenever they are in English class. Not only should the students, the teachers also pay attention to students' English language anxiety in English class. The teacher should create less anxiety classroom activities so that the students will enjoy being in English class. Less anxiety classroom activities will also reduce students' English language anxiety.

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