Students' Learning Anxiety

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Abstract The aim of this research was to know students' learning anxiety at VIII grade students of SMPN 2 Padangsidimpuan. Learning anxiety is one of the negative factors that affect the language learning process. This research employed descriptive method. The population of this research was the eighth grade students of SMPN 2 Padangsidimpuan. The total sample is 74 students taken by using random sampling. The researcher used 33 items of questionnaire for learning anxiety which adopted from Foreign Language Classroom Anxiety Scale (FLCAS) was developed by Horwitz and Cope. Questionnaire items were analyzed based on several indicators namely communication apprehension, fear of negative evaluation, test anxiety, English classroom anxiety. The score determined whether the anxiety level is very anxious level, anxious, midly anxious, relaxed and very relaxed level. The result showed that the VIII grade students of SMPN 2 Padangsidimpuan was in very anxious category. It was proved by the students' acquisition score which the highest score was 158, the lowest score was 98 and mean score was 130,45. The finding could be conclude that generally students categorized into very anxious level.
Key words :Learning; Anxiety; Learning Anxiety; Fear; Test Anxiety.

Abstrak Tujuan dari penelitian ini adalah untuk mengetahui kecemasan belajar siswa kelas VIII SMPN 2 Padangsidimpuan. Kecemasan belajar adalah salah satu faktor negatif yang mempengaruhi proses belajar bahasa. Penelitian ini menggunakan metode deskriptif. Populasi pada penelitian ini adalah seluruh siswa kelas VIII SMPN 2 Padangsidimpuan. Sample penelitian sejumlah 74 sample dan diambil secara random. Peneliti menggunakan 33 butir soal angket yang di adopsi dari *Foreign Language Classroom Anxiety Scale (FLCAS)* yang dikembangkan oleh Horwitz and Cope untuk mengukur kecemasan belajar siswa. Setiap butir item angket tersebut dianalisa berdasarkan beberapa indikator diantaranya *communication apprehension, fear of negative evaluation, test anxiety, English classroom anxiety.* Skor perolehan menentukan apakah siswa dikategorikan ke level sangat cemas, cemas, agak cemas, tenang, sangat tenang. Hasil penelitian menunjukkan bahwa siswa kelasVIII SMPN 2 Padangsidimpuan masuk dalam kategori "sangat cemas". Dibuktikan dengan skor tertinggi yang diperoleh adalah 158, skor terendah adalah 98 dan nilai rata- rata yang diperoleh adalah 130,45. Kesimpualn daari penelian ini adalah secara umum siswa dikategorikan kedalam level sangat cemas.
Kata Kunci :Belajar; Kecemasan; Kecemasan Belajar; Ketakutan; Uji Kecemasan.

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INTRODUCTION

Indonesian government support English as foreign language subject for Indonesian education. Reference to 2013 curriculum, English must be learned by student of junior school up to the senior high school. The government has made many efforts to improve the education system in Indonesia, including improving the quality of English language learning by establishing program to improve the quality of teacher through training and provide learning media. However, the condition of learning English in field is poor. Students prificiency in English is low, the students are affraid to speak English this is proven with an interview with a junior high teacher. Dahlia as a teacher of Junior high student stated that the students English grade is low, they do not want to speak if the teacher ask the to speaking, they even trembled, affraid, ashamed when the teacher ask the to speak (Gultom, 2019).

Learning English is not easy to do especially for speaking. It means there were still problems in students speaking. One of the factor that caused diffculty in learning English especially in speaking is affective factor which means the problem of students psychology in learning that is anxiety. A junior high student named Rahmad stated that He did not like English subject, his English grade was low, it was 78 in first semester of grade VIII (Rahmad, 2019). Based on the interview with a junior high teacher, the researcher concludes that the problem is about students' learning psychology which called as learning anxiety (Gultom, 2019).

Learning anxiety is one of the problems of psychology in language learning in educational psychology. Learning anxiety or i it is known as Anxiety in learning English is feeling of worry that learner feel while learning English. Learning anxiety is being a major factor affecting foreign language learning(Atef-Vahid & Fard Kashani, 2011). Language anxiety seems to be occurred very often in process of language learning. English learning anxiety raises problem in student's English learning.

The role of learning anxiety has been considered as a negative factor in learning a foreign language. Students who have anxiety have reaction such nervousness, tremble, panic and confusion when speaking. Learning anxiety can affect students' achievement. Thus, many researchers have been conducted a research about learning anxiety. Sadiq on a research finding conclude that learning anxiety is one of form of emotional problem that should highly affect the academic performance of foreign language learning learner(Jamilah Mohammed Sadiq, 2017). Horwitz stated that "For many years, scholars have considered the- anxiety provoking potential of learning a foreign language learning"(K.Horwitz, B., & Cope, 1986). Since anxiety have affect

on foreign language learning especially for English learning, it is important to be able to identify those students who are particulary anxious in Learning English.

Learning anxiety comes from two words. The words are learning and anxiety. Learning means "gain knowledge or skill in a subject or activity"(Bull, 2011). Spielberger in Deyuan said that "Anxiety refers to the subject feeling of tension, apprehension, nervousness, and worry, associated with autonomic nervous system"(He, 2018). Anxiety is associated with feeling of worry which directly related to the autonomic nervous system of someone. Anxiety is a basic negative emotion, along with anger, sadness, disgust, and perhaps others. Anxiety refers to general feelings of uneasiness and distress about an unspecified, diffuse, uncertain, and often formless form of threat danger(Zeidner & Matthews, 2003).

Learning English in Indonesia categorized as learning foreign language. Horwitz in Sara conceptualized foreign language anxiety as a distinct complex of self perception, belief, feeling and behaviors related to classroom language learning arising from the uniqueness of the language learning process (Atef-Vahid & Fard Kashani, 2011). English learning anxiety by Horwitz in Ujjwal is a specific anxiety affecting the gaining knowledge of English language. According to MacIntyre and Gardner, English learning anxiety is basically a type of situation specific anxiety that is specially associated with English language context in speaking, listening and learning (Halder, 2018). Khattak et.al in Jamilah said that anxiety experienced in learning English language can be debilitating and may influence student's achievements of their goal (Jamilah Mohammed Sadiq, 2017). It can influence student's achievement.

English learning anxiety categorized as foreign language anxiety which means fear or apprehension occurring when the learner is expected to perform in foreign language. English learning anxiety is psychological problem of students while learning English, which students feel afraid, nervous, and anxious when English class are going to or is going on. Students who have English learning anxiety feel tense when learning English specially in Listening and speaking.

In conclusion, learning anxiety is feeling of tension, apprehension, nervousness, and worry while learning English. Learning anxiety is usually experienced by the students while learning some subjects. One of that subject is English subject. Anxiety in learning English that experienced by students, enable students becoming weak and influence the achievement of students' goal in learning English.

Anxiety of foreign language has component. These components cause anxiety in learning language. Horwitz et.al found that foreign language anxiety can be related to communication apprehension, test anxiety, and fear of negative evaluation (K.Horwitz et al., 1986). Fatmala et.al

said that another factor of anxiety beside those three components is English classroom anxiety (Oktaviani, Radjab, & Ardi, 2013). The component of learning anxiety as follows : 1) Communication apprehension, communication apprehension is signify by fear and anxiety in communicating with people. Communication apprehension indicate the difficulty in speaking in public, listening or learning a spoken utterance are all type of communication apprehension (Lim Hooi Lian and Mardziah Bt Budin, 2014). Communication apprehension in learning English is acquired from the learners' personal knowledge that they will have difficulty understanding others. 2) Test Anxiety, test anxiety is a type of performance anxiety which refers to "the set of phenomenological, physiological, and behavioral responses that accompany concern about possible negative consequences or failure on examination or similar evaluation"(Zeidner & Matthews, 2003).

Students who feel anxious in test often put unrealistic demands on themselves. Test anxiety is considered as one of the most important aspects of negative motivation which will affect learning. 3) Fear of negative evaluation, Watson in Ganesh define that fear of evaluation as "apprehension about other's evaluation, distress over their negative evaluations, and the expectation that others would evaluated oneself negatively"(Ganesh, Athilakshmi, Maharishi, & Maya, 2015). Fear of negative evaluation is not limited to test taking situation. It is also broader understanding not only related to teacher evaluation of students, but also to perceived reaction of other students as well. 4) English Classroom Anxiety, Oktaviani et. al said that the researcher of another research about anxiety developed another component of anxiety based on source of language anxiety and cause by learning environment. The component is English classroom anxiety (Oktaviani et al., 2013). English classroom anxiety includes how students though their English class generally. English classroom anxiety is an anxiety experienced in classroom.

Above components of anxiety such communication apprehension, test anxiety, fear of negative evaluation, English classroom anxiety are important aspects in performance of anxiety. Anxiety in learning can be measured by the component. The conclusion is communication apprehension is anxiety in communicating with other, test anxiety is fear or failure in academic evaluation or test, fear of negative evaluation is apprehension about others evaluation or test.

METHODS

The location of the research is in SMPN 2 Padangsidimpuan. It is located in Ade Irma Street, Ujung padang, no 1 Padangsidimpuan. The location is around South Padangsidimpuan. The method of research was descriptive method. The population consist of 297 students. The population is spread out in eleven classes. The researcher used random sampling technique to

select the respondent from population. The sample is taken randomly by using lottery. The sample size is 74 students. The instruments used were questionnaire to measured learning anxiety.

The researcher use foreign language classroom anxiety scale (FLCAS) as questionnaire developed by Horwitz to collect the research data because Learning English in Indonesia is categorized as learning foreign language. The questionnaire consist of 33 items in a form of 5-point Likert scale, ranging from Strongly agree, agree, neutral, disagree and strongly disagree.Item 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 25, 27, 29, 30, 31, 33 represent high anxiety which categorized as favorable. The range score started from 33 to 165.

Table 1. Indicators of Learning Anxiety

Components of anxiety	Questionnaire number of item		Total item
	Favorable	**Unfavorable**	
Communication Apprehension	1,9, 24, 27, 29	14, 18, 32	8
Fear of negative evaluation	3,7,13, 15, 20, 23, 25,31,33	-	9
Test anxiety	10,19 and 21	2,8	5
English classroom anxiety	4, 6, 12, 16, 17, 26, 30	5, 11, 22, 28	11
TOTAL	**33**		

Source : a Journal entitled Measuring Foreign   LanguageAnxiety among Learners of Different Foreign Languages:In Relation to Motivation and Perception of Teacher's Behaviors.(Djafri & Wimbarti, 2018).

Table 2. FLCAS Score

Range	Level
124-165	Very Anxious
108-123	Anxious
87-107	Midly Anxious
65-86	Relaxed
33-65	Very Relaxed

Source : FLCAS adopted from Oetting in Imelda, Levels of Students anxiety Towards English Teaching Through Songs (Imelda & Fajardini, 2018).

RESULT AND DISCUSSION

The result of this research presented after calculating the score from the questionnaires. Based on the calculation, it was gotten that the lowest score was 98 and the highest score was 158. To complete this research data, the researcher also calculate the mean score was 130.45the median score was, 119 and the mode was 129.9. Mean score is the score which represents the

general value that was achieved by the students. Median is the middle score or score which divided a distribution of data into equal part and mode is the score which has the most frequency. So, the score resume displays on the table 3.

Table 3. The Score Resume of Students' Learning Anxiety

No	Statistic	Score
1	High Score	158
2	Low Score	98
3	Range	60
4	Interval	9
5	Mean score	130.45
6	Median score	119
7.	Mode	129.9

The calculation of mean score results students learning anxiety was in very anxious category. The category lies between 124–165.

Then, the computed of the frequency distribution of the student's score of group can be applied into table frequency distribution as follows:

Table 4. The Frequency Distribution of Learning Anxiety

Interval	Mid Point	Frequency	Percentage
98 -106	102	4	5.40 %
107-115	111	7	9.45 %
116-124	120	12	16.21%
125 -133	129	**21**	28.3%
134 -142	138	15	20.2%
143-151	147	10	13.5%
152- 160	156	5	6.7%
Total		74	100%

Based on above table it showed that the respondent in interval 98-106 were four students (5.40%), interval 107-115 were seven students (9.45%), interval 116-124 were twelve students (16.21%), interval 125-133 were twenty one students (28.3%), interval 134-142 were fifteen students (20.2%), interval 143-151 were ten students (13.5%), interval 152-160 were five students (6.7%).

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure.
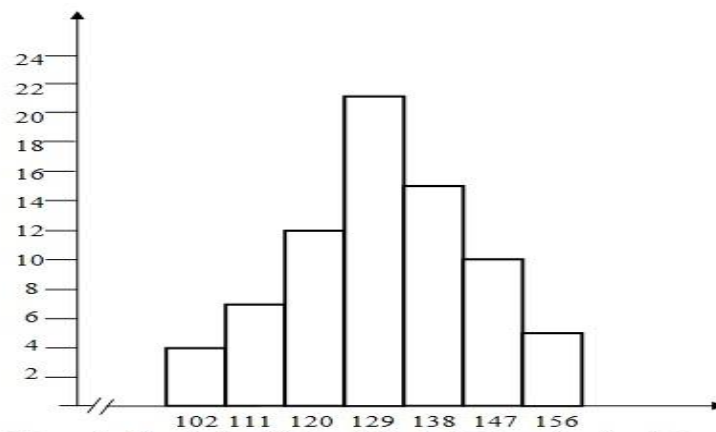
Figure 1: Description Data of Students' Learning Anxiety

From the above histogram, it can be seen that the curve was normal. The degree of students' learning anxiety was highest at the middle position.

Based on the result of this research, learning anxiety categorized in a very anxious category which means it was in high category of anxiety. Learning anxiety is one of the factor that affect students speaking. Learning anxiety is feeling of tension, apprehension, nervousness, and worry while learning English. Anxiety in learning English was that experienced by students, enable students becoming weak and influence the achievement of students' goal in learning English. Horwitz et.al (1986) on a research conclude that, Foreign language learning anxiety have a relation with a performance of speaking. Students who have high on anxiety are afraid to speak foreign language. Anxious students fear that they will not understand the language.

The researcher compared the result of research with other research. Mulyani found that percentage of anxiety level of students was 62.84% which means the level of anxiety categorized as middle (Mulyani, 2011). Likewise the research done by Gita, she found that the component of anxiety give different portion of impact to the students ability in English especially in speaking. Fear of negative evaluation was the component of anxiety that influence the most to the students. It because students are affraid and anxious whenever they are in evaluation situation (Ghita Calvina Izumi, 2017). Moreover (Siregar, 2019) has found that students' anxiety categorized into medium level anxiety and serious level anxiety. The students are less of confidence and having fear feeling when start to speak.

Susanto et.al on his research found the the total score of questionnaire the students got was 2773 on 52 sample. Based on the findings, the highes score of anxiety should 8476 if all the members of sample have a very high anxiety. Infact the score gotten only 2773. It means the students anxiety was low. Susanto also stated that if the level of anxiety of a students was high, students speaking proficiency was low (Susanto, Ekanti, & Atiek, 2017). Megawati found that

the means score of anxiety score was 62.16. score 62.16 have been converse to 100 % from score. 62.16 shows that anxiety of students was middle (Megawati, 2019).

It can be conclude that the finding of each research have various result. Each result have a similarities with the finding of this reasearch which is all result shows that the students have learning anxiety eventhough the findings are in diffrerent level of anxiety.The finding of this research showed the mean score of students' learning anxiety was 130.45 it means learning anxiety was in a very anxious category. The finding of this research are different with other research. Generally the above other research finding shows that the level of students learning anxiety in middly anxious and even low. The difference might be happen because each research different in sample quality, place, grades, and level. which means the ability of students which as the sample is differen with the sample of above other research.

Based on above explanation, the finding of this reseach is students have anxiety in learning anxiety. It was proved by the gotten mean score was 130.45. It shows the students learning anxiety categorized as very anxious level.

CONCLUSION

The students' learning anxiety at VIII grade students SMPN 2 Padangsidimpuan was "in very anxious category" by getting mean score was 130.45. It means students learning anxiety was very high. Based on the result of data analysis 5.40 % of the total sample categorized as midly anxious students. 9.45% of the total sample categorized categorized as anxious students. 84.1 % of the total sample categorized as very anxious students or it can be said it is the higher anxiety from the gotten score.

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