

Students' Anxiety Towards Learning English at SMA Negeri 9 Weet Maluku Barat Daya

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ABSTRACT

Learning a new language always comes with a certain level of anxiety. Students reported experiencing anxiety during the learning process. This research looks at students' anxiety towards learning English, specifically at SMA Negeri 9 Weet Maluku Barat Daya. This place was chosen because it was far from the province's capital. It will be interesting to see the level of anxiety that these students experience. This qualitative research uses the survey method. The study participants were twenty-two (22) students of Class X of SMA Negeri 9 Weet, MBD. The research aimed to answer two research questions: 1) What level of anxiety do students experience in learning English, and 2) What types of anxiety do students often feel during the process of learning English? The instrument used to collect the data was a questionnaire. The 30-item questionnaire was adopted from Horwits' FLCAS (Foreign Language Classroom Anxiety Scale). Data shows that: 1) The level of student's anxiety towards learning English in first grade (Class X) of SMA Negeri 9 Weet, MBD was indicated as Mildly Anxious. 2) The research's findings indicate that the most dominant student' type of anxiety was communicative apprehension.

Keywords: *Anxiety, Students' Anxiety, Learning English*

INTRODUCTION

According to Krashen (2002), anxiety contributes to an affective filter that renders the individual unresponsive to language input, resulting in poor language acquisition and a failure to "take in" available target language messages. Anxiety prevents language acquisition from using understandable input. As a result, students will need some help following the lessons. They may learn less and be unable to express what they have learned. Worse, if their anxiety level rises, they may experience more failure.

Many students, however, struggle to communicate in English inside and outside the classroom. Because English is not their first language and they do not have enough time to practice it, they tend to interact with others in their mother tongue during daily activities. Furthermore, when attempting to use their English, many students become stressed, anxious,

and afraid of making mistakes. In this case, they may experience an anxiety response that prevents them from learning a foreign language. Foreign language anxiety refers to the distinct and complex feelings, self-perceptions, and behaviours associated with classroom language learning, such as tension, apprehension, worry, and nervousness. Students may experience anxiety when reading aloud due to the positive correlation between reading anxiety and oral performance. Students may feel embarrassed when required to read aloud directly. As a result, when the teacher asks students to participate in class activities such as reading English texts aloud, speaking, or presenting in front of the class, they experience anxiety.

In my opinion, anxiety is a thing that often happens in our daily lives, and also anxiety is commonly faced by everyone. But anxiety makes us feel scared, panicky, and nervous about what we are experiencing. Also, anxiety makes students feel scared, panicked, and anxious when learning English because English is a foreign language for Indonesian people who are difficult to speak; especially when the teacher tells them to read a sentence in English in front of their friends feel anxious or nervous when what he reads does not match what is written in a sentence, sometimes when saying a word or sentence correctly their friends laugh because of mispronunciation.

Based on the observations of researchers at SMA Negeri 9 Weet MBD, researchers found several obstacles in learning English. During the PPL teaching, the researcher observed that students were scared and tried to avoid it when the teacher asked them to perform. They said that because they are afraid, worried, and sometimes not sure because they have just heard or discovered new words in English. In the end, they feel anxious. Meanwhile, language is a skill. Therefore, lots of practice is needed. Opportunities for training in the classroom are when the teacher asks them to read aloud, role play, play games, or present in front of the school. Thus, students must refrain from participating to obtain the valuable opportunity to practice. In these examples, we realize that anxiety will deter students from trying to make their learning unsuccessful. Therefore, this research will be conducted under the title Students' Anxiety Towards Learning English at SMA Negeri 9 Weet Maluku Barat Daya with two research questions as follow:

1. What level of the students' anxiety towards learning English in first grade (Class X) of SMANegeri 9 Weet, MBD?
2. What types of Anxieties most appear in students of first grade (Class X) at SMA Negeri 9 Weet, MBD?

REVIEW OF LITERATURE

2.1. The Nature of Anxiety

Anxiety is a mental disorder characterized by feelings of danger, dread, Anxiety, and tension. Humans experience Anxiety in response to a specific scenario. It could start earlier or later in life. Anxiety can be defined in several ways. Oxford (1999) provided the original definition of Anxiety, which stated that it is a person's feeling of unease and trepidation about a situation because they are unsure how it will turn out. People become concerned when they do not know what will happen in the future. Unease and dread are also present.

According to Passer and Smith (2009), Anxiety is a state of fear and tension that occurs as a natural response to being threatened. It means that Anxiety naturally arises when a specific situation threatens someone. Additionally, people's attempts to prevent negative reactions—which make it impossible to enjoy many commonplace situations—are brought on by stated worry. When people try to avoid uncomfortable circumstances in their lives, Anxiety develops. According to the statement, Anxiety is a typical emotion of concern and fear that is a normal part of growing up. Still, it can become problematic when it increases or interferes with daily life. Anxiety is also defined as a state of anticipatory fear and a persistent fear that is only tangentially related to an item.

2.2. Foreign Language Anxiety

Learning a second language involves both cognitive and affective factors. The emotional component of conduct, which comprises several personality traits, is called the affective factor. The sample is emotion or feeling. Anxiety is one of the affective factors. According to Marwan and Adi (2007), anxiety is a powerful impediment to second/foreign language acquisition because fear feelings stymie language learning. He said that anxious people perform worse than those who are not worried. Many linguists use the terms Language Anxiety and Foreign Language.

Anxiety interchangeably foreign language anxiety is a type of anxiety that is specifically related to language acquisition. According to Von Worde Renee (2003), foreign language anxiety is a multifaceted concept that stems from the uniqueness of the language learning process, including difficulties in authentic self-perception and various language teaching practices. According to Scovel and Gaibany (2014), it is still premature to link anxiety to the global and all-encompassing task of language acquisition because there are numerous incomplete correlation types of research between anxiety and language proficiency.

2.3. Types of Anxiety

There are several anxiety patterns. The two most well-known types of anxiety are state anxiety and trait anxiety.

1. State Anxiety is a typical response to a certain event or action that just happened. Most people refer to it as typical anxiety. This anxiety is temporary because it only manifests during a demanding event or specific circumstance. When the stressful situation ends, it will vanish.
2. Trait anxiety is a more enduring tendency to be nervous in which individuals exhibit predictable and pervasive anxiety. People who experience such anxiety frequently experience more worry and unwarranted threats from several environmental factors than other people. It typically lasts for a long time and gets increasingly intense. In other words, this type of anxiety makes people more susceptible to stress from a variety of sources. It tends to make them experience state anxiety reactions more frequently and intensely. Additionally, anxiety is thought to have beneficial consequences, such as motivating people.

Alpert in Brown (2001 also known as helpful and harmful anxiety, distinguishes between debilitating and facilitative anxiety. Competitiveness can hinder people's progress by causing

them to withdraw and skip classes, which is especially detrimental to anxiety. Facilitative anxiety is viewed as a catalyst for improving people's performance, motivating them to study harder because it is closely related to competitiveness and the pressure to outperform their classmates. Anxiety may impede your ability to learn a language. In such a situation, they cannot possibly be performing well. Understanding how to manage our anxiety is critical.

2.4. Factors That Influence Students' Anxiety

According to Ernawati and Fatma (2012), internal and external variables both contribute to students' anxiety.

The internal factor Internal factors consist of :

1. Fear of Mistake

According to Robby (2010), students' fear of making mistakes when speaking in English in class is one of the main reasons they are reluctant to do so. According to Aftat (2008), the fear of making mistakes is related to the issue of correction and negative evaluation.

Many theorists argue that fear of making mistakes is a major factor in students' reluctance to speak in English in the classroom (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010 Aftat (2008) adds that the fear of making mistakes is related to the issue of correction and negative evaluation. Furthermore, the student's fear of being mocked by other students or criticized by the teacher has a strong influence. As a result, students frequently withdraw from Hieu's speaking activity (2011). Because errors can be used to learn from, teachers must convince their students that making them is neither wrong nor bad. Some of the points mentioned above may influence the researcher's conclusion. Students afraid of making mistakes do so because they have negative feelings about things like making mistakes while learning a language. Students lose interest in producing good language because their peers will mock and criticize them, so they prefer to remain silent.

2. Shyness

Many students experience shyness as an emotional condition when speaking in English class. This shows that shyness might be an obstacle to students learning in the classroom, especially when speaking in front of the class. To help students perform their best in their classroom speaking engagements, it is crucial to pay attention to this component (Gebhard, 2000). According to Baldwin (2011), one of the most common phobias that students face is speaking in front of others, and the feeling of shyness causes their minds to go blank, or they will forget what to say. This theory is also supported by the findings of this study, which show that most students need to perform better in public speaking. They claim their feelings of shyness are significant in their incapacity to demonstrate their speaking abilities. In other words, a student's level of shyness affects how well they talk. The study's findings indicate that many students experience embarrassment when speaking English in class. This problem in language production is particularly risky, especially for students learning English.

3. Lack of Confidence

Anxious students will have difficulty learning a second language, claims Cubukcu (2007). Differently, those who do well in language classes do so without much worry. Therefore, as it impacts one's capacity to learn, a person's lack of confidence is among the most crucial factors to consider. Students need more confidence when they recognize that their conversation partners do not understand them or when they need help understanding other speakers. They would rather keep quiet while others talk, showing that the kids lack self-assurance when speaking. Nunan (1999), who contends that students who lack confidence in themselves and their English develop communication anxiety, was referenced by Tsui in response. This shows that a teacher's main priority should be helping students gain confidence. This means that the teacher should use both theoretical knowledge and real-world experience to develop students' confidence. The researcher believes that the issue of student insecurity may lead to students being easily intimidated when instructed to speak up by the teacher, forcing students to remain mute and not dare to produce words. This element poses a serious risk to developing students' language proficiency. However, the instructor must also contribute significantly to solving this problem.

The external factor

The internal factors consist of :

1). Embarrassment

Embarrassment becomes one of the elements leading to students' anxiety when studying a second foreign language. The expert in the preceding sentence stated that learning a second language risks embarrassment (Kessler, 2010, p. 361). Therefore, shame considerations must be taken seriously when learning a language. As stated above, the researcher concluded that embarrassment prevents students from feeling at ease when speaking in class. Students' focus may be interrupted, making it difficult to use the appropriate terminology. Students must have confidence in all circumstances if they can speak effectively in the educational setting.

2) Limited vocabulary

These sentences demonstrated the speaker's trouble with language (Tanveer, 2007, p. 30). However, having a small vocabulary could make learning a language easier. Thus, it is important to recognize that a limited vocabulary can be one of the causes of anxiety.

The study's findings support that a student's communication ability would be hampered by a lack of vocabulary when learning English. The first step in learning English is studying vocabulary. People with limited vocabulary will find it difficult to communicate.

3) Grammatical errors

Grammatical categories, according to Richard (1971:157), are a group of syntactic traits that contrast one another and frequently express the same meaning from the same conceptual area. The understanding that significantly fewer faults in second language performance than previously believed can be traced to the impact of the first language causes a change of perspective on the first language's function.

According to the above statement, grammatical faults in communication can be brought on by a person's habit of speaking in their first language, which results in a person's concentration being low and their ability to communicate in their second language being stiff. Grammar mistakes are frequent in education, especially in Indonesia, where many students speak English as a second language.

4) Friends/classmates

Classmates play an important role in language learning as well. On the other hand, friends frequently create anxious situations that make students feel nervous and uncomfortable when talking. One of the most common sources of anxiety for language learners is feeling uneasy when other students stare at them while they speak. According to Tsilakkides (2009:39), One issue frequently developing in language learning is the fear of unfavourable peer criticism. However, even naturally, classmates are still a factor that causes students' anxiety in the learning process.

Researchers have concluded that they can assist pupils in learning English in addition to their peers. Another factor that can hinder language acquisition is classmates. In a language class, for example, when students give presentations, they may hesitate to begin speaking because they fear their peers will laugh and mock them if they make a mistake.

METHOD

3.1. Research Design

The investigation used a survey methodology. Mark and Peter (2000) claim that surveys are a method for learning about people's identities, motives, and behaviours. These traits comprise their level of schooling, their financial situation, and other elements (behaviour). Survey research encompasses all measurement techniques that involve questioning respondents.

This study aims to learn what students believe, particularly their learner requirements. The survey methodology is thus acceptable for the goals of this investigation. The information was then gathered via a questionnaire. Descriptive surveys need representative sampling because statistics will be erroneous without population representation estimates. As a result, samples that were representative of the population were gathered.

3.2. Setting of The Study

This study was conducted at SMA Negeri 9 Weet. The researcher had already conducted a preliminary investigation there and had developed a positive rapport with the staff and students.

3.3. Population and Sample of the Research

The largest number of participants is the population. It is a collection of individuals united by a trait distinguishing them from other groups. The study population consisted of

everyone in the tenth year of SMA Negeri 9 Weet. The researcher needed a sample drawn from a population for this study. The participants in this study are grade X students at SMA Negeri 9 Weet. There is only 1 class for class X lever at the school. The population consisted of 22 students in this class, eight male and fourteen female. All of these populations will be taken as samples.

3.4. Instrument and Technique of Data Collection

The questionnaire was the research instrument. The questionnaire's goal was to obtain information on the students' anxiety. A questionnaire called the Foreign Language Classroom Anxiety Scale (FLCAS) was modified by (Horwitz, & and Cope, 1986). The survey asked about anxiousness related to communication, fear of criticism, tests, and English class. A five-point Likert scale with the options "Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree" was used in the survey questions. Horwitz et al.'s original FLCAS questionnaire was modified by removing four items to create this one (1986). These were completed following a discussion and analysis with the advisors, where it was determined that these four items should not be completed because they specifically dealt with learning technical German.

The survey was conducted in Bahasa, Indonesia, to avoid misunderstandings. The experts helped the writer translate the questionnaire items to guarantee that the questions were similar in both languages. The participants then thoroughly checked and read the statements. They were also allowed to inquire whether the statements had been understood. The participants were to complete the 30 items on the questionnaire within 20 to 30 minutes. Participants were made aware that the data would only be accessible to the writer and would only be utilised for study.

| No | Indicators | Items |
|----|------------------------------|------------------------------|
| 1 | Communication Anxiety | 1, 9, 14, 18, 24, 27, 29 |
| 2 | Fear of Negative Evaluation | 3, 7, 13, 15, 20, 22, 23, 25 |
| 3 | Test Anxiety | 8,10,19,21 |
| 4 | The anxiety of English Class | 4,5,6,11,12,16,17,26, 28, 30 |

Table 1. Table of Foreign Language Classroom Anxiety Scale (FLCAS) Items

3.5. Data Analysis Technique

The questionnaire was designed using the Likert Scale. According to Mcleod (2008), the Likert Scale was used as a research instrument to measure attitudes or opinions, and fixed-choice response formats were used. In this study, the participants were given a Likert Scale with a choice of five pre-coded replies. The options are "Strongly Agree, Agree, Neutral,

Disagree, and Strongly Disagree." In this study, each response had a score used to gauge the participants' sentiments. The following table lists the scores for each participant's questionnaire response.

| Scale | Score |
|--------------------------|-------|
| Strongly Agree | 5 |
| Agree | 4 |
| Neutral | 3 |
| Disagree | 2 |
| Strongly Disagree | 1 |

Table 2. Responses Score of Students' Questionnaire

The participant was expected to select one of the degrees in each category based on the questionnaire. The surveys were processed to produce the results after being returned to the researcher. The percentage of students who selected "Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree" for each statement is calculated. The formula below is used to compute the percentages.

$$y = \frac{\sum x}{\sum n} \times 100\%$$

Known as

- y = the degree of agreement percentages
- $\sum x$ = the number of students based on the degree of agreement
- $\sum n$ = the number of all students

From the data above, it could be seen that there were different responses from the students being categorized based on their feelings about learning English.

| Range | Level | Total Students |
|------------------|----------------|----------------|
| 124 – 165 | Very Anxious | 0 |
| 108 – 123 | Anxious | 2 |
| 87 – 107 | Mildly Anxious | 14 |
| 66 – 86 | Relaxed | 6 |
| 33 – 65 | Very Relaxed | 0 |
| | TOTAL | 22 |

Table 3. FLCAS Anxiety Scale Adapted from Oetting's Scale
 (Source : Tesalonika Mayangta :2013)

FINDING AND DISCUSSION

4.1. Students' Anxiety toward learning English

Questionnaire data showed students' anxiety about learning English and the types of anxiety that most appear in students. Thirty items were answered by the students. Understanding students' anxiety through the Foreign Language Classroom Anxiety Scale (FLCAS), as well as feedback results, can be utilised by teachers to give their students, especially those with low achievement, greater attention.

Students The Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et al., 1986) can quantify anxiety in English language instruction in three ways: Communicative Apprehension, Test Anxiety, and Fear of Negative Evaluation.

Therefore, the data shows that out of 22 students, most were registered as mildly anxious 14 about learning English. Only two students were registered as anxious, and six were registered as relaxed.

It is interesting to see that the questionnaire result indicated that students only feel Mildly Anxious. A mildly Anxious level tends to be created when students see the class process as a normal condition (14 Respondents). This showed that normal conditions would make people tense when they must perform in front of the class or other people (teacher). The condition of Mildly Anxious students is when they only feel afraid and nervous. Brown (2021) mentioned the zone of proximal development. This is when the class situation is designed to push students out of their comfort zone and into a zone where they are challenged but already have the necessary skills and knowledge to cope. This research would like to argue that the class was not challenging enough to instil anxiety. The teacher may already see the students as lacking and not want to give them anything challenging. Other than that, based on observation, we see that the English Class is also only sometimes conducted in the school, which further makes them not see the class as something important and thus makes them anxious.

On the other hand, Mildly anxious means that there is some level of anxiety and care towards the learning of English. The theory suggests this might happen due to the need for preparation for the learning process (the class). This caused the students to be Mildly Anxious. Marwan (2007) argues that inadequate preparation was a major student concern. Furthermore, Lizuka (2010) discovered that anxiousness frequently results from attending class without adequate preparation. If students are prepared for the learning experience, it could be because they lack the necessary knowledge and abilities or because the teacher needs to set up the classroom and manage the learning environment well.

4.2. Types of Anxieties Most appear in students

Respondents' answers for the aspects of communicative anxiety show that All answers were in the range of Agree 2 Neutral, with Neutral being his first choice. Ten respondents (45%) were neutral, 8 (36 %) respondents agreed that they never felt questionnaires to speak English

(Q1). 11 respondents (50%) were Neutral, 6 (and 27%) respondents agreed that they were when speaking nervously without preparing themselves first (Q9). 9 respondents (41%) neutral, 7 (32%) respondents agreed that they felt nervous about speaking with the native speaker (Q14). Eight respondents (36%) were neutral, and 9 (41%) respondents agreed that some of them possessed the self-assurance to speak in front of the class (Q18). Eight respondents (36%) were neutral, and 7 (32%) respondents agreed that some of them feel very shy when they speak in front of the class (Q22). Twelve respondents (54%) were neutral, 7 (32%) respondents agreed that some of them could feel more nervous in English class than in other classes (Q24). 11 respondents (50%) were neutral, 5 (23%) respondents concur that when they do not understand what the teacher is saying, they are rude. (Q27). Ten respondents (45%) were neutral, and 8 (36 %) respondents agreed that they never felt questionnaires to speak English (Q29).

There were varieties of responded answers in the Fear of Negative evaluation, 7 respondents (32%) Disagree, 6 (27%) respondents were neutral, 7(32%) respondents agree that they were afraid to be called when their names were called by the teacher in the class (Q3), and 6 (27%) respondents were Neutral, 10 (45%) respondents agree that most of them thought that their friends were better than them in the class (Q7), and 11 (50%) respondents were Neutral, 6 (27%) respondents agree that they were still why to answer their teacher (Q13), and 7 (32%) respondents were Neutral, 6 (27%) respondents agree that some of them were very angry if the teacher corrects their mistakes (Q15), and 6 respondents (27%) Strongly Disagree, 7 (32%) respondents were Neutral, 6 (27%) respondents agree that they get more confused the more they learn English (Q20), and 15 (68%) respondents agree that most of them are thought afraid of missing out when their teacher teaches too fast in the class (Q23), and 10 (45%) respondents were Neutral, 8 (36%) respondents agreed because they were anxious, and perplexed when they utilised the language in class (Q25). Most students faced some problems in learning English, especially because they were not brave enough to ask their teacher in class, and they thought that they had learned English more, which sometimes made them.

There were varieties of respondents' answers to Test Anxiety: five respondents (23%) disagreed, 9 (40%) respondents were neutral, and 7(31 %) respondents agreed that they were worried about making mistakes in the class (Q2). Ten respondents (45%) were Neutral, 8 (36%) respondents agreed that some of them were easy to answer in English (Q8). 8 respondents (36%) Neutral, 7 (32%) respondents agreed that some of them did not want to get bad score in English (Q10). 6 respondents (27%) agree seven respondents (32%) respondents were Neutral that some of them were easy to answer English (Q15). Nine respondents (41%) are Neutral, and 9 (41%) respondents agree that they worry when the teacher corrects their mistakes (Q19). Seven respondents (32%) were Neutral, and 9 (41%) agreed that some felt relaxed if they prepared themselves well in learning English. Most students felt worried about testing their scores during the lesson, and they should prepare themselves well before coming in front of the class (Q21).

There were varieties of respondents' answers in the Anxiety of English class: eight respondents (36%) Agree, 8 (36 %) respondents Disagree because they were afraid when they

did not understand what the teacher said (Q4). 6 respondents (27%) neutral, 10 (45 %) respondents agree that some students thought that they did not problem to take other languages (Q5), and seven respondents (32%) Disagree, 8 (36 %) respondents agreed that they thought no relation in their lesson during in the class (Q6). Moreover, eight respondents (36%) are neutral, and 8 (36 %) respondents agree that they said that they never knew why people dislike learning English (Q11). Ten respondents (45%) are neutral, and 8 (36 %) respondents agree that they felt nervous during English class (Q12). Eight respondents (36%) were neutral, and 12 (54 %) respondents agreed that they already prepared themselves for the class, but they still got nervous (Q16). Seven respondents (32%) disagreed, and 9 (41%) respondents were neutral, and most of them often felt that they never joined English class while studying in class (Q17). Moreover, 10 (45%) respondents were neutral, 6 (27 %) respondents agreed that some of them only relaxed in learning English (Q26), 7 (32%) respondents Strongly disagreed, 8 (36 %) respondents agreed that most of them were very confusing to study English. In this case, there were many rules in learning English (Q28); 7 (32%) respondents were neutral, and 9 (41 %) respondents agreed because they were nervous when the teacher asked them some questions for them. Most students had problems during activities in the class (Q30). The data shows that the most common anxiety found in the students of first grade (Class X) is Anxiety in English class (very Anxious, 220). This is then followed by Communicative Anxiety (Very Anxious, 177), Fear of Negative Evaluation (Very Anxious, 154), and test anxiety (Very Anxious, 130).

DISCUSSION

Before we discuss the most common anxiety found in this class, we also need to understand the aspects of fear of the other three anxiety.

Regarding communicative anxiety, the researcher said that while learning English, the kids ran across several communication issues. Some sorts gave the kids a sense of communication. Some of the students reported feeling timid, uneasy, and insecure. Those result from their emotions. If students wish to learn English and communicate effectively, they should stay away from those situations. Teachers should take the initiative to rehearse beforehand, show encouragement, and encourage their students to overcome these obstacles. Even if the students cannot talk as much as they can, the teacher should encourage them to believe in themselves. The students' students' blunders when their thoughts were blank were the worst part, too.

Anxiety was present during the evaluation. Some of the sorts instilled fear of a negative review in the kids. When the teacher announced their names, the students shook. The majority of students claimed that the type came from the teacher. While learning English in class, the teacher asked each student some questions. The kids were aware of their limited English proficiency. If students gave the teacher erroneous answers to the questions, they were embarrassed.

Additionally, some kids believed that the others were superior to them. Some students also thought that the others were better than them. In addition, a few of the students acknowledged that they sometimes found English class confusing.

The children had some issues with test anxiety when they were learning English. A few things made the kids worry about negative evaluations. When they made a mistake, the

students became anxious. Some children were able to respond to the teachers' inquiries. If they received a low grade, they also felt anxious.

Finally, Anxiety about English Class showed that most students had problems during class activities. Several things happened while they were learning English in class, including their learning.

1. Lack of Preparation

Anxiety is unavoidable in the classroom. Most students admitted that if they did not prepare adequately for speaking in front of the class or taking the test, they would have a problem. Most students claimed they were concerned about learning English because they were studying less. As a result, they were concerned when the teacher asked them a question during English class. On the other hand, two students only stated that they felt relaxed in English class.

2. Students' beliefs in language learning

This is also one of the considerations for students. They believed learning English more would cause problems because the language has many rules. They also believed that their thoughts were diverted from the lesson when they were learning English.

3. Teacher's personality and attitude

Teachers were also a factor. When teachers teach quickly, students become concerned and fearful. They needed help understanding what the teacher was saying. Teachers should consider that their students have varying levels of knowledge when learning English.

CONCLUSION

This study aims to understand how students feel about studying English, how anxious they are about learning English, and what kinds of Anxieties most appear in students of first grade (Class X) at SMA Negeri 9 Weet, MBD. Based on the previous discussion, we can conclude that. The level of students' anxiety towards learning English in first grade (Class X) of SMA Negeri 9 Weet, MBD was indicated as Mildly Anxious. The research's findings suggest that the most dominant student type of anxiety was the Anxiety English Class..

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