



AN ANALYSIS OF STUDENTS' MOTIVATION AND ANXIETY ON LEARNING ENGLISH AT SMA NEGERI 6 KERINCI

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INFO ARTIKEL

Riwayat Artikel:

Diterima: 27-08-2022

Disetujui: 30-09-2022

Kata Kunci:

Students' motivation

Students' anxiety

Learning English

ABSTRAK

Abstrak: Penelitian ini bertujuan untuk mengetahui jenis kecemasan dan penyebab kecemasan dalam belajar bahasa Inggris pada siswa kelas XI SMAN 6 Kerinci. Penelitian ini menggunakan metode penelitian campuran karena penelitian ini menggunakan data kuantitatif berupa kuesioner dan data kualitatif berupa wawancara. Populasi dalam penelitian ini adalah siswa SMAN 6 Kerinci, dengan jumlah siswa sebanyak 151 siswa. Sampel dalam penelitian ini ditentukan oleh teknik stratified random sampling (38 siswa). Instrumen dalam penelitian ini adalah kuesioner yang diadopsi dari Hafizi yang diuji dengan validitas bentuk. Data dianalisis dengan dua cara, secara kualitatif menggunakan teknik analisis model interaktif Miles dan Huberman dan kedua dianalisis secara kuantitatif dengan menghitung persentase dari total pencapaian responden. Hasil penelitian menunjukkan bahwa: ada dua jenis kecemasan yang dirasakan oleh siswa kelas sebelas SMAN 6 Kerinci, yaitu kecemasan sifat yang dirasakan oleh 21,86% siswa dan kecemasan nyata yang dirasakan oleh 60,12% siswa. Sedangkan faktor penyebab kecemasan pada siswa, yaitu 46,84% merasa cemas karena faktor guru, 29,30% siswa merasa cemas karena materi pelajaran dan 47,87% siswa merasa cemas karena faktor yang disebabkan oleh mereka. Selanjutnya, berdasarkan Motivasi SMAN 6 siswa dalam Belajar Bahasa Inggris nilai rata-rata motivasi siswa adalah 60, jika skor yang dikonsultasikan untuk kriteria motivasi siswa, skor 60 berarti interpretasi yang rendah. Artinya sebagian besar siswa SMAN 6 Kerinci memiliki motivasi yang rendah dalam belajar bahasa Inggris. Selanjutnya, ada 10,6% siswa SMAN 6 Kerinci memiliki motivasi yang sangat baik dalam belajar bahasa Inggris, lalu ada 10,6% siswa juga memiliki motivasi yang baik dalam belajar bahasa Inggris, 5% siswa memiliki motivasi dengan kriteria yang cukup, 7,9% siswa tidak memiliki motivasi yang baik dalam belajar bahasa Inggris dan 57,9% siswa memiliki motivasi yang buruk dalam belajar bahasa Inggris.

Abstract: This study aims to determine whether the types of anxiety and the causes of anxiety in learning English in eleven students of SMAN 6 Kerinci. This study uses a mixed method because this research uses quantitative data in the form of questionnaires and qualitative data in the form of interviews. The population in this research is students of SMAN 6 Kerinci, with the total number of the students are 151 students. The sample in this study was determined by the stratified random sampling technique (38 students). The instrument in this study was a questionnaire adopted from Hafizi which was tested for face validity. The data were analyzed in two ways, qualitatively using the Miles and Huberman interactive model analysis technique and secondly analyzed quantitatively by calculating the percentage of the total respondents' achievements. The results showed that: there were two types of anxiety felt by the eleventh-grade students of SMAN 6 Kerinci, they were trait anxiety felt by 21.86% of students and stated anxiety felt by 60.12% of students. While the factors that cause anxiety in students, namely 46.84% feel anxious due to teacher factors, 29.30% students feel anxious due to the subject matter and 47.87% students feel anxious due to factors caused by them. Next, based on students' SMAN 6 Motivation in Learning English the average score of student's motivation is 60, if the score consulted to criteria students' motivation, the score 60 means low interpretation. It means that most of students' SMAN 6 Kerinci have low motivation in learning English. Furthermore, there are 10,6% students SMAN 6 Kerinci have very good motivation in learning English, there are 10,6% students' also have good motivation in learning English, 5% students have motivation with enough criteria, 7,9% students have not good motivation in learning English and 57,9% students have bad motivation in learning English. Based on the results of this study, the researcher suggests that the teacher be able to choose the right strategy and material that does not cause anxiety to students in learning English, and for students to be able to prepare them well before attending English classes so that they do not feel anxious lost their concentration in learning English and hope it could motivate them in learning English.

A. LATAR BELAKANG

English as a foreign language is extensively used in this education system Indonesia from the primary up to tertiary level. Every people have different goals in learning English. One of the main goals of learning English is to enable students to communicate in English. Therefore, they need to be able to use English to send the message accurately and fluently in the order that the message could be received correctly. In short, the students should be able to use English in communication. Realizing to that the purpose of learning English is to reach the communicative abilities, students should master the whole skills of English, namely writing, speaking, listening and reading. Among the four skills, speaking is found to be the most fundamental element in learning English as a second language (Ali et al., 2019; Yang, 1999).

However, English is not the mother tongue of Indonesian students, so learning the language raises some anxiety. MacIntyre in Saidatul (2016) defines language anxiety as the worry and negative emotional reactions aroused when learning or using a second language (Zheng, 2008). Furthermore, Beger (2003) states anxiety as the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. Not only is it intuitive to many people that anxiety negatively influences language learning, it is logical because anxiety has been found to interfere with many types of learning and has been one of the most highly examined variables in all of psychology and education.

Anxiety could be divided into two, namely: (1) Anxiety as a personality trait, which is a trait anxiety conceptualized as a relatively stable personality characteristic, and; (2) A temporary stated of anxiety, namely stated anxiety seen as a response to certain anxiety-provoking stimuli such as important tests (Mandler & Sarason, 1952).

The relationship between anxiety and second language learners who is the subject of this review is the very same problem that puzzled Scovel more than two decades ago. Scovel reviewed the available literature on anxiety and language learning and found Language anxiety may be both a consequence and a cause of a lack of command of the target language. That is, in proper teaching in the teaching and learning process of the target language class it could direct foreign language learners to problems related to language anxiety (Scovel, 1978). According to Schwartz, quoted in Scovel, such anxiety factors in language learning include: different social and cultural environments, especially the environment where foreign language learning takes place. The social status of speakers and interlocutors, the relationship between them, and gender could also be

important things that cause language anxiety for foreign language learners (Scovel, 1978).

Apart from the anxiety in learning English, it turns out that learning English is liked and in demand by students which is also related to their motivation in learning. Harmer says that motivation is an energy of students which come from inside encouraging themselves to do activity. English is a language that is rather difficult to learn, Suhartin states that English is a language that is rather difficult for us to learn by Indonesians because English is different in writing and pronunciation and also has different sentence structures, which makes English difficult to learn (Harmer, 1991: 3). Although English is considered difficult by some people but English is still in demand.

Harmer (n.d.) mentions one of many steps in learning English is by growing motivation. States that motivation is the power or energy that could provide impetus to carry out the desired activities with the intended principles and objectives. Motivation is classified into two forms, namely intrinsic motivation and extrinsic motivation. Based on the definition it is known that motivation is the major factor in learning English

However, based on preliminary observations conducted by researcher at SMA Negeri 6 Kerinci on Monday, April 11th 2022 researcher found that in the process of learning English, students were more silent and less active, so that English learning was more dominated by teachers. Besides, when students are asked to come in front of the class to practice short conversations or asked to read texts, students look shy, scared, and some even reject it. Based on the observations, researcher

interviewed several students who came from different classes. (FB), a X grade student, when he was asked "why don't you want to come in front of the class?", He replied "I'm afraid of being wrong". Next, (DP), a XII class student when asked the same question, stated that "I couldn't speak English properly". By knowing the anxiety faced by students in learning the teacher could determine the appropriate learning methods and techniques to reduce or even eliminate students' anxiety about learning.

Factors that influence the low motivation of students in English learning at the research site are that students pay less attention to the teacher's explanation, and students lack confidence to perform, and inadequate learning materials and media to facilitate student motivation.

These problems must be overcome immediately so that the objectives of English learning can be achieved optimally. The initial effort to overcome the problem is to find out how motivated students are in learning and their type of fear, so that they can find out how to overcome the problem.

Based on the explanations above, the researcher is interested to do a research to know the Students' Motivation and Anxiety in Learning English at SMA Negeri 6 Sungai Penuh with the title "An Analysis of Students' Motivation and Anxiety in Learning English at SMA Negeri 6 Kerinci."

Anxiety is one of the most well documented psychological phenomena. In general anxiety appears from human body as a response to a particular situation. Commonly anxiety could be identified as a feeling of being threatened, apprehension, tension, or worry.

There are several definitions of anxiety which are found by the researcher. According to Carlson and Buskist (1997:570), anxiety is "a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach." Furthermore, anxiety arises as a response to a particular situation. Passer and Smith define anxiety as a stated of tension and apprehension as a natural response to perceived threat (PRASETYO & YUSTI, 2019; Rahayu et al., 2019; Rahman, 2021; Sarıçam, 2018)s. It means that people are naturally feels anxious when they are threatened. While according to Ormrod, anxiety is a feeling of uneasiness and apprehension concerning a situation with an uncertain outcome (Rahayu et al., 2019).

Although anxiety and fear sound similar, both are actually different. Halgin and Whitbourne describe the difference between fear and anxiety, fear is a natural alarm response to a dangerous situation while anxiety is more future-oriented, a feeling of apprehension and uneasiness about the possibility of something terrible might happen (Halgin & Whitbourne, 2003).

Several kinds of anxiety have been described. Two of the most wellknown they are:

1. Anxiety as a personality trait, which is a trait anxiety conceptualized as a relatively stable personality characteristic. However, in certain cases, anxiety comes more intense and lasted for long. This kind of anxiety is pattern of responding with anxiety is called trait anxiety. According to Ormrod, "trait anxiety is pattern of responding with anxiety even in nonthreatening situations (Passer, 2009:546). Such anxiety is a part of a person's character. People with trait anxiety tend to worry more than most people and feel inappropriately threatened by several things in the environment. In other words, trait anxiety is the tendency of a person to be nervous or feel anxious irrespectively of the situation he/ she is exposed to.
2. A temporary stated of anxiety, namely stated anxiety seen as a response to certain anxiety-provoking stimuli such as important tests. Anxiety that happen when faced with specific situations is called stated anxiety. Most people experienced

stated anxiety which also known as a normal anxiety. Boyle and Mathew, stated anxiety is temporary feeling of anxiety elicited by a threatening situation (Mills & Gay, 2019). It is anxiousness or tension at a particular moment in response to some external stimulus. This type of anxiety arises in a particular situation or in stressful event and hence is not permanent. In other words, it is a situational anxious feeling that disappears when threatening situation goes away (Boyle et al., 2008).

Based on the intensity, duration and situations, anxiety could be divided into two types: Stated anxiety; feeling of apprehension and anxiousness as reaction to particular situation, and trait anxiety; more intense anxiety that depends on ones individual regardless of the situation.

Language learning is a cognitive activity that relies on encoding, storage, and retrieval processes, and anxiety could interfere with each of these by creating a divided attention scenario for anxious students (MacIntyre, 1995). Anxious students are focused on both the task at hand and their reactions to it. For example, when responding to a question in a class, the anxious students are focused on answering the teacher's question and evaluating the social implications of the answer while giving it (Suwantarathip & Wichadee, 2010). The statement above explained how anxiety could interfere the process of language learning as a cognitive activity. Considering, that anxiety has a high influence in language learning construct, SLA (Second Language Acquisition).

The researcher tried to investigate some of the anxiety factors in learning English as a second language. The fact that language anxiety is a psychological construct, most likely its self-perception, perception of other people (peers, teachers, interlocutors) and the target language communication situation. A further detailed study of these factors could potentially help language teachers to reduce anxiety in the classroom setting and to make the classroom environment reduce anxiety to improve learners' performance in the target language. besides that anxiety also has a direct impact on student performance related to mental processes that are visible and visible to others. for example related to lack of listening comprehension, impaired vocabulary learning, reduced word production, low scores on standardized tests, low scores in language courses are factors that could cause anxiety in students.

Based on the researcher's explanation above, it could be concluded that in this study the researcher wanted to find out the students motivation and the types of anxiety faced by students in learning English as a second language and the factors causing it.

B. METODE PENELITIAN

The design of this research is mixed methods research. Creswell (2012) states that a mixed method research is a procedure for collecting, analyzing, and mixing both quantitative and qualitative methods in a single study or a series of studies to understand a research problem. The basic assumption is that the uses of both quantitative and qualitative methods, in combination provided a better understanding of the research problems and questions than either method by itself. In this research researcher used questionnaire and interview as an instrument of collecting data. Questionnaire is an instrument that used in quantitative research and interview is an instrument that used in qualitative research. This research described and interpreted the conditions found without looking for variable correlations or proving hypotheses. In this research, researcher investigated Students' Anxiety in Learning English at The Eleventh Grade of SMA Negeri 6 Kerinci Academic Year 2020/2021.

The population of this research were the eleventh-grade students of SMA Negeri 6 Kerinci with the number of populations could be seen in the table 1.

XII	1		1		3		Amount
	Male	Female	Male	Female	Male	Female	
MIPA	16	8	14	9	11	12	70
IPS	13	14	13	13	15	13	81
Total Number of Students at eleventh grade							151

Table 1. Population of the Research

Source: *Documentation of SMAN 6 Kerinci, 2022.*

The sample is some of taken population by representative or deputize pertinent population or small shares which perceived (Creswell, 2012). Furthermore, Mills & Gay (2019) defines sampling as the process of selecting number individuals for a study in such a way that the individuals represent the large group from which they are selected. In this study, in larger groups are called population and the individual selected is the sample.

Based on the explanation above could be concluded that sample is a part of population that get a chance to be researched. In determining how many samples should be taken to be used as samples in the study, researcher used random sampling technique. It is a model that gives all members of the population the opportunity to be selected as a sample. The technique use in this model is Proportionate Stratified Random Sampling (proportional stratified random sample). The steps are as follows:

1. The researcher makes a lottery containing the names of eleventh grade students.
2. Lottery paper containing the names of students is put into a box and ready to be drawn.
3. The number of samples is determined by the technique proposed by Siregar (2012:152) who

states sample in quantitative research could use sample up of 50% from total population, in this research researcher used 57%, the result:

$$\text{Sample} = \frac{57}{151} \times 100\%$$

$$\text{Sample} = 37,75$$

$$\text{Sample} = 38$$

Based on these results, there were 38 students who were selected as samples in this research.

The first instrument that was used in this study is the interview protocol, which consists of a sequence of questions that were asked to respondents. Before using, the instrument, it is tested for validity by the validator; the validators for the interview instrument were Supervisor I and Supervisor II. According to Miller and Strang, "an interview is an information-gathering technique in which the defining feature is the presence of an interaction between the interviewer and the interviewee" (Miller et al., 2010).

The second instrument that was used in this study is the questionnaire will be developed based on the questionnaire framework adopted from hafizi. The instrument of questionnaire is for face validity. The scale used in the questionnaire is a *Guttman scale* with a range of if respondent answer yes the score is 1 and if the answer no the score is 0.

This section clarifies the data collection techniques applied in this study. Research data, in this case, were collected through Questionnaire and interview. The explanation and purpose of the two data collection techniques are as follows:

The questionnaire in this study consisted of 35 statement, whereas 3 negative statements and 32 positive statements. Questionnaire was given to find out students Anxiety in learning English. Researcher chose questionnaires over other investigation instruments because they are easier to use and they give easy statistical results.

C. HASIL DAN PEMBAHASAN

1. Kinds of Students' Anxiety in Learning English

The percentage of anxiety level data based on the type of anxiety in learning English to the eleventh-grade students of SMAN 6 Kerinci displayed on the following table.

Table 2. Comparison of the Percentage Proportion of Trait and Stated Anxiety in Learning English eleventh grade students of SMAN 6 Kerinci.

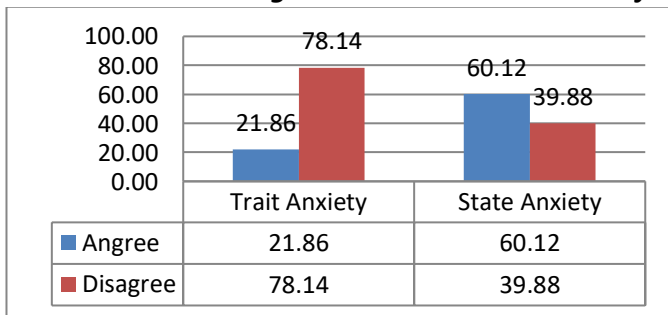
Type Of Anxiety	Strongly agree		Agree		Hesitate/doubt		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Trait	5	12,96	3	8,91	3	7,09	10	26,92	17	44,13
	21,86				78,14					
Stated	4	36,84	9	23,28	7	19,23	4	10,12	4	10,53

60,12	39,88
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Source: Analyzed, 2022.

Based on table above, it is known that 21.86% of eleventh grade students experience Trait Anxiety while learning English at SMAN 6 Sungai Penuh and 60.12% of eleventh grade students experienced Stated Anxiety while learning English at SMAN 6 Sungai Penuh. These results indicate that the percentage of students who experienced Trait Anxiety is 21.86% smaller than 60.12% of students who experience Stated Anxiety in learning English in the eleventh-grade students of SMAN 6 Sungai Penuh. The trait anxiety felt by 21.85% of students is a trait anxiety that is inherent from the students themselves, but if this trait anxiety comes more, counseling needs to be done, and this needs to be further examined to determine the intensity of the trait anxiety felt by the students. Meanwhile, the stated anxiety is a natural anxiety experienced by someone because the anxiety would disappear by itself according to the environmental conditions or the threat that the student feels. The comparison of trait and stated anxiety could also be presented in the following chart:

Chart 1. Percentage of Trait and Stated Anxiety



Source: Analyzed, 2022

2. Factors that cause students' anxiety in learning English

Furthermore, to make it easier to understand the factors that caused anxiety in eleventh grade students of SMAN 6 Kerinci in learning English, Factors causing anxiety could be made as follow.

Table 3. Factor of Anxiety

Factor Anxiety	Percentage (%)
Factor of Teacher	46,84
Factor of Material	29,30
Factor of Students	47,87

Source: Analyzed, 2022.

Based on table above, it is known that there three factors of anxiety for students of eleventh grade SMAN 6 Kerinci in learning English. They were the teacher factor contributed 46.84% to students' anxiety; the material factor contributed 29.30% to

students' anxiety and the student factor contributed 47.87% to the students' anxiety.

The results of interviews with several students also showed that the majority of students felt anxious due to factors caused by themselves, such as the following interview results.

Data 1:

Q: What are the factors that cause you to feel anxious about learning English?

apa faktor yang menyebabkan kamu merasa cemas dalam belajar bahasa Inggris?)

R1: "I feel anxious when I don't prepare myself, such as not repeating lessons, not doing homework, so I worry if I get asked but I couldn't answer."

(saya merasa cemas ketika saya tidak mempersiapkan diri saya, seperti tidak mengulang pelajaran, tidak mengerjakan PR, sehingga saya cemas kalau-kalau saya ditanya tetapi saya tidak bisa menjawabnya).

The response of the first student to the sixth question in the interview above shows that students feel anxious due to factors caused by themselves who are not well prepared for learning. in other words, students believe that with good self-preparation would reduce anxiety in learning English. Thus, it could be revealed that the factor of student unpreparedness is the cause of the factor in learning English.

The results of interviews with student's code R5 also showed that anxious due to factors caused by themselves, such as the following interview results.

Data 2:

Q: What are the factors that cause you to feel anxious about learning English?

(apa faktor yang menyebabkan kamu merasa cemas dalam belajar bahasa Inggris?)

R5: "I was worried because I didn't do my assignment and suddenly the teacher asked me and I couldn't answer, I was shaking and my heart was racing, and I was sweating"

(saya cemas karena tidak mengerjakan tugas dan tiba-tiba guru bertanya dan saya tidak bisa menjawab, saya jadi gemetar dan jantung saya berdetang kencang, serta keluar keringat)

The response of the R5 to the question in the interview above shows that students felt anxious due to factors caused by them because did not do homework.

Besides, another factor that causes it is the teacher. This factor was due to the teacher's strategy in teaching which applies a punishment system if students could not answer questions correctly. The results of interviews with respondent with student's code R35 also showed that anxious due to factors caused by teacher, such as the following interview results.

Data 2:

Q :What are the factors that cause you to feel anxious about learning English?

(apa faktor yang menyebabkan kamu merasa cemas dalam belajar bahasa Inggris?)

R5 : "I feel anxious because the English teacher teaches with a punishment system, if we could't answer the questions he asks then we have to get ready to receive punishment, this makes anxiety, fear of being wrong, and not concentrating because in my brain I only think about punishment who would be accepted if you could not answer."

(saya merasa cemas karena guru bahasa inggris mengajar dengan sistem hukuman, jika kami tidak bisa menjawab pertanyaan yang dia tanyakan maka kami harus siap-siap menerima hukuman, hal tersebut membuat munculnya rasa cemas, takut salah, dan tidak konsentrasi karena dalam otak saya hanya memikirkan hukuman yang akan diterima kalau tidak bisa menjawab.)

The results of the interview showed that the teaching strategy with a system of punishment for students who could not answer could trigger the level of learning anxiety for students which had the effect of reducing the concentration level of student learning, so it was suggested that the teacher choose a strategy that could reduce the level of anxiety.

Material factors also give students anxiety; this is known from the results of interviews with respondents with code R18, which states:

Data 3:

Q :What are the factors that cause you to feel anxious about learning English?

(apa faktor yang menyebabkan kamu merasa cemas dalam belajar bahasa Inggris?)

R18: "The factor that in my opinion worries me is that sometimes I think the material given by the teacher is too difficult, we are asked to translate a narrative text that could take up two sheets of paper. it's hard to read, especially if you have to translate, it becomes more difficult for me. later asked to read the translation in front of the class, it makes me anxious, worried if my translation result is wrong".

(faktor yang menurut saya membuat saya cemas adalah kadang-kadang menurut saya materi yang diberi guru itu terlalu sulit, kami di minta menterjemah teks naratif yang panjang nya bisa menghabiskan dua lembar kertas. membaca aja susah apalagi kalau harus menterjemah kan jadi tambah sulit bagi saya. nanti disuruh membaca terjemahan di depan kelas, hal tersebut membuat cemas, cemas kalau hasil terjemah saya salah).

3. Students' Motivation

Based on the analysis result of students SMAN 6 Kerinci motivation in learning English, it is known that students' SMAN 6 Kerinci as presented in the following table.

Table 4. Students' Motivation

Score Criteria	Number of Students	Students' Percent (%)	Interpre-Tation
91 - 100	4	10,6	Very Good
81 - 90	4	10,6	Good
65 - 80	5	13,0	Enough
55 - 64	3	7,9	Not Good
0 - 54	22	57,9	Bad

Source: *Analyzed, 2022.*

Based on students' SMAN 6 Motivation in Learning English on *Appendix 5* the average score of students' motivation is 60, if the score consulted to table 3.5 criteria students' motivation on page 39 the score 60 has low interpretation. It means that most of students' SMAN 6 Kerinci have low motivation in learning English. Furthermore, based on table 4.11 it is known that there are 10,6% students of SMAN 6 Kerinci have very good motivation in learning English, there are 10,6% students' also have good motivation in learning English, 5% students have motivation with enough criteria, 7,9% students have not good motivation in learning English and 57,9% students have bad motivation in learning English.

The type of anxiety faced by eleventh grade students of SMAN 6 Kerinci is trait anxiety 21.86% of students. The trait anxiety experienced by students is a characteristic anxiety that occurs not only in learning English, not only at school and is a characteristic of the students themselves. However, in certain cases, anxiety comes more intense and lasted for long. This kind of anxiety is pattern of responding with anxiety is called trait anxiety. According to Ormrod, "trait anxiety is pattern of responding with anxiety even in nonthreatening situations. Such anxiety is a part of a person's character. People with trait anxiety tend to worry more than most people and feel inappropriately threatened by several things in the environment. In other words, trait anxiety is the tendency of a person to be nervous or feel anxious irrespectively of the situation he/ she is exposed to(Passer & Smith, 2004).

In Stated Anxiety there are 60.12% of students who experience stated anxiety in learning English, this anxiety occurs due to a sense of being threatened by students, will be punished, asked for not being able to answer and other factors that occur in eleventh grade students while they are taking language learning English and usually this stated anxiety will disappear by itself. Boyle and Mathew, stated anxiety

is temporary feeling of anxiety elicited by a threatening situation. It is anxiousness or tension at a particular moment in response to some external stimulus. This type of anxiety arises in a particular situation or in stressful event and hence is not permanent. In other words, it is a situational anxious feeling that disappears when threatening situation goes away (Boyle et al., 2008).

The factors that cause anxiety in eleventh grade students of SMAN 6 Kerinci consist of several factors: First, teacher factors; there are 46.84% of the eleventh-grade students of SMAN 6 Kerinci who feel anxious because of the teacher. The anxiety caused by the teacher is seen from two indicators, namely the first 45.61% anxiety occurs in class learning activities and 47.37% anxiety felt by students due to the teaching strategy applied by the English teacher to the eleventh-grade students of SMAN 6 Kerinci. Second, it is a factor caused by matter. 29.30% of the eleventh-grade students of SMAN 6 Kerinci stated that they were anxious because of the subject matter. The anxiety aspect caused by the subject matter consists of two aspects, which is the Excessive aspect of the material causing anxiety of 50.88% and the difficulty level of the material giving anxiety to 29.30% of the eleventh-grade students of SMAN 6 Kerinci in learning English.

The third anxiety factor is a factor that comes from the students themselves; there are 47.87% of the eleventh-grade students of SMAN 6 Kerinci feeling that anxiety is caused by factors caused by them. The factors that come from these students consist of four aspects, they are 30.53% of students stated that the anxiety they felt was caused by their belief in learning English, 53.95% of students felt anxious because of Low-self-esteem, 55.26% of students felt anxious because of the stressful learning experience and 51.75% of the eleventh-grade students of SMAN 6 Kerinci felt anxious because of the lack of preparation in learning English.

Next, students' SMAN 6 Motivation in Learning English on *Appendix 5* the average score of students' motivation is 60, if the score consulted to table 3.5 criteria students' motivation on page 39 the score 60 has low interpretation. It means that most of students' SMAN 6 Kerinci have low motivation in learning English. Furthermore, based on table 4.11 it is known that there are 10,6% students of SMAN 6 Kerinci have very good motivation in learning English, there are 10,6% students' also have good motivation in learning English, 5% students have motivation with enough criteria, 7,9% students have not good motivation in learning English and 57,9% students have bad motivation in learning English.

Based on the results of the research above, the researcher suggests that in the case of students who experience trait anxiety, further research should be carried out to determine the intensity of the trait anxiety they feel, if the anxiety is high in intensity, then these students need to be given proper counseling, because it leads to psychological disorders. Meanwhile, to reduce the stated anxiety felt by students, the teacher could determine a strategy that does not cause anxiety in students and choose appropriate and easy to understand material that is relevant to the learning curriculum at the same level.

D. SIMPULAN DAN SARAN

Based on the results of research and discussion, the following could be concluded: 1) Kinds of anxiety occurred among students of SMAN 6 Kerinci in Learning English as Foreign Language were trait anxiety 21.86% of students and Stated Anxiety there are 60.12% students. 2) The factors that cause students' anxiety in learning English at the eleventh-grade students of SMAN 6 Kerinci consisted of several factors: First, teacher factors; there were 46.84% of the eleventh-grade students of SMAN 6 Kerinci who felt anxious because of the teacher. The anxiety caused by the teacher was seen from two indicators, namely the first 45.61% anxiety occurred in class learning activities and 47.37% anxiety felt by students due to the teaching strategy applied by the English teacher to the eleventh-grade students of SMAN 6 Kerinci. Second, it was a factor caused by matter. 29.30% of the eleventh-grade students of SMAN 6 Kerinci stated that they were anxious because of the subject matter. The anxiety aspect caused by the subject matter consisted of two aspects, which was the Excessive aspect of the material causing anxiety of 50.88% and the difficulty level of the material giving anxiety to 29.30% of the eleventh-grade students of SMAN 6 Kerinci in learning English. The third anxiety factor was a factor that came from the students themselves; there were 47.87% of the eleventh-grade students of SMAN 6 Kerinci felt that anxiety caused by factors caused by them. The factors that came from these students consisted of four aspects, they were 30.53% of students stated that the anxiety they felt was caused by their belief in learning English, 53.95% of students felt anxious because of Low-self-esteem, 55.26% of students felt anxious because of the stressful learning experience and 51.75% of the eleventh-grade students of SMAN 6 Kerinci felt anxious because of the lack of preparation in learning English.

Based on the conclusion above researcher would like to give some suggestions to: 1) Teacher, the results of the study could contribute to the English teacher in teaching so that they could consider the strategy, the right material to reduce students' anxiety levels in

learning English. 2) For Students, the result of the research could contribute in the form of enlightenment for students that the need for students to prepare themselves in learning English to reduce anxiety levels in learning so that students could concentrate without excessive anxiety pressure. 3) For the researcher the result of this research could give information about students' anxiety in learning English, and this research could be a guide for doing a same research in different place.

UCAPAN TERIMA KASIH

Penulis mengucapkan terima kasih kepada Ibu Nofyta Arlianti, M.Pd selaku ketua STKIP Muhammadiyah Sungai Penuh yang telah memotivasi penulis untuk mempublikasikan penelitian ini. Selanjutnya kepada bapak Tri Saswand, M.Pd selaku Kepala Prodi Pendidikan Bahasa Inggris STKIP Muhammadiyah Sungai Penuh yang telah memberikan peluang kepada para Penulis dalam menyelesaikan penelitian ini, beserta keluarga besar STKIP Muhammadiyah Sungai Penuh.

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