

The Students' Anxiety in Learning English at the Eighth Grade of SMPS Elhafidziyah Batang Hari Jambi

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Abstract. The research focuses on the different types of anxiety experienced by students while learning English and the factors that cause this anxiety among eighth grade students at SMPS Elhafidziyah. Using a qualitative approach, this study collected data through observation and interviews, using descriptive analysis for data interpretation. The findings revealed that students in eighth grade at SMPS Elhafidziyah there are two kinds of anxiety were experienced by the students in learning English at the Eighth Grade of SMPS Elhafidziyah, they are State Anxiety, it caused students were very stressful about having to speak in front of the class and trait anxiety, the students fear and did not understand all the language. There were three factor such as factor type of task, the students felt anxious in practicing the speaking class; fear of making mistakes, most of students afraid to make mistake, the role of the language teachers.

Keywords Anxiety, Learning, English

1. INTRODUCTION

Teaching English in Indonesia has been an integral part of the policy set by the Indonesian government and has been incorporated into the national curriculum, including the instruction of English for students in senior high schools. The Indonesian government aims to teach English in senior high schools across Indonesia to assist students in reaching an adequate level of proficiency in English communication. All senior high school students are expected to be able to process spoken information in English at this proficiency level (Sengkey, 2022). To realize this goal, English instruction in senior high schools encompasses various language skills and elements of language.

One critical language skill is speaking, which plays a significant role in learning English as a foreign language. For learners of the English language, developing speaking skills is one of the most essential aspects of their education (Salmiah & Fitriyani, 2022). This indicates that mastering speaking is crucial for students during the language learning process, as it serves as a primary tool for communication. Agustina et al., (2023) stated, "Speaking involves many factors. It indicates that the ability to process information and language contributes to making speaking a complex task in a foreign language.

The students must show courage when they want to articulate their thoughts or when they aim to inquire about something they do not yet comprehend in front of their peers using English since if the students possess strong grammar and vocabulary skills, these will prove ineffective if they lack the willingness to communicate in English (Imelda & Fajardini, 2018). In any case, they experience considerable anxiety when it comes to speaking in English in front of a large audience or even just with their friends. They are overly fearful of speaking English because if they make a grammatical or pronunciation mistake while speaking, their fellow students may laugh at and ridicule them, leading to an increase in their anxiety levels.

Anxiety significantly affects the development of a second language. This implies that when students experience low levels of anxiety, they are more likely to succeed in learning English. Rahman et al., (2023) points out that factors leading to incorrect speech and heightened anxiety include insufficient vocabulary, incorrect grammar, and fear of making mistakes. Furthermore, Mahmuda (2024) suggest that having very few opportunities to practice can lead to a lack of confidence, shyness, and silence, which obstruct effective communication. If they anticipate failing in their English acquisition, they will struggle to communicate effectively in English.

Unfortunately, in the case of foreign language learning, students' emotions tend to be more discouraging rather than encouraging. One of the emotional conditions that complicates this process is anxiety. An emotional state like anxiety can divert students' focus during the language learning journey (Neman & Ganap, 2018). Feelings of tension, unease, and nervousness will hinder students' capability to succeed in a foreign language classroom. As noted by Oxford, "Most language research shows a negative relationship between anxiety and performance. " Anxiety negatively impacts students' performance through mechanisms like worry, self-doubt, and decreased participation. Furthermore, according to Krashen, crippling anxiety can elevate the affective filter and create a 'mental block' that obstructs the use of comprehensible input for language learning. Students experiencing anxiety will face challenges in following lessons (Arniati, 2023). They may retain less information and might also struggle to showcase what they have learned. Even more critically, they may encounter increased failure, which consequently heightens their anxiety (Rodriguez, 2022).

The researcher discovered that SMPS Elhafidziyah is one of the preferred schools for students after they finish elementary school. Numerous competitions take place around Batang Hari, and the students from this school consistently participate in them, occasionally becoming winners in categories such as short story writing, speech, poetry, and LCC (Lomba Cerdas Cermat). Students also obtain knowledge, experience, Teropi, money, and certificates.

Furthermore, their names and the school's name are recognized in other institutions. This school consistently maintains a clean environment, which contributes to the students' comfort while studying there. Meanwhile, during the observation of the teachers at SMPS Elhafidziyah, the researcher found that the teacher did not focus on the students' needs regarding learning English. He merely presented the materials to the students and then instructed them to answer the questions without providing explanations, resulting in students struggling to complete exercises effectively and achieving low scores. During the teaching and learning process, the teacher also engaged in minimal interaction with the students, which led to a lack of enjoyment in the lessons. Additionally, the teacher allocated limited time for the students to collaborate.

Many students are fearful and hesitant to practice with the target language, which in this instance is English, as they are concerned about making mistakes. One student believed that if he made a mistake, the teacher would become upset and his classmates would mock him. Consequently, he chose to remain quiet and sit passively. Meanwhile, some of them also thought that English is a challenging subject. Such beliefs may influence their self-esteem and cause them to feel anxious in the classroom. When asked to practice, they began to stutter. Additionally, some of them are unable to produce the correct sounds or intonations even after several attempts because they are uncertain about their ability to practice English. It is quite challenging for the researcher to conduct effective learning activities with them.

Most students also struggled with vocabulary mastery, which caused them to have difficulty in comprehending the materials. Furthermore, the students lacked motivation in learning English. This is evident from their behavior during lessons. Most students did not pay attention to the teacher; instead, they conversed with their classmates or distracted themselves with their books.

2. LITERATURE REVIEW

The Nature of Anxiety

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 can be identified as a feeling of being threatened, apprehension, tension, or worry. Anxiety that arises when confronted with specific situations is called *state anxiety* (Hotwiz, 2011).

a. State Anxiety

Most people experienced *state anxiety* which also known as a normal anxiety. Anxiety is temporary feeling of anxiety elicited by a threatening situation (Hotwiz, 2011).

b. Trait Anxiety

However, in certain cases, anxiety comes more intense and lasted for long. This kind of anxiety is called *trait anxiety*.

The Causes of Anxiety

According to Horwitz et al. (2011), three causes of anxiety related to performance anxieties are (1) communication apprehension (CA), (2) test anxiety, (3) fear of negative evaluation. This description will be used to investigate the causes of student's anxiety in speaking English.

3. METHODS

In this research, the researcher employed a qualitative approach utilizing a case study. In qualitative studies, the researchers observe phenomena in their actual environments, striving to comprehend or interpret occurrences (Creswell, 1997, in Sugiyono, 2017). A qualitative approach featuring a case study seeks to accurately depict a phenomenon grounded in the attributes of the research. The cases can include events, issues, processes, activities, programs, an individual, or a group of individuals (Creswell, 2018). Qualitative researchers focus on the viewpoints to investigate the concepts and views of the participants. The researcher aimed to analyze the experience from the participants' perspectives to interpret their responses. The researcher thus engaged and immersed in the phenomenon to gain familiarity with it. The researcher's immersion was instrumental in offering rich descriptions derived from the narrative data collected from the participants, allowing for the interpretation and representation of their experiences and fostering an empathetic and experiential insight. Nonetheless, immersion cannot be achieved without establishing a trusting relationship between the researcher and the participants. This relationship is cultivated through fundamental interviewing and interpersonal skills.

This investigation is conducted at SMPS Elhafidziyah. The objective of this study regarding students' anxiety in learning English at the Eighth Grade of SMPS Elhafidziyah is due to the fact that many students feel afraid and timid to practice with the target language, in this instance, English, because they fear making mistakes. Primary data constitute the main data directly relevant to the study's discussion. In this investigation, the researcher collected primary data from both the teacher and students to substantiate the findings. The primary data originate from original sources, including observations, interviews, and documents. The data analysis method used in this study is descriptive analysis, which encompasses data reduction, presentation, and conclusion

4. DISCUSSION

Kinds of Anxiety Are Experienced by the Students in Learning English

The researcher found that there are two kinds on Anxiety Are Experienced by the Students in Learning English based on the Hotwitz's theory, it can be seen below:

a. State Anxiety

It found that when their teacher invited students to practice speaking in front of the class, they often responded that they began to feel anxious. The second person claimed that when they had to speak in English, they began to fear. According to the interview, I feel panicked when I can not speak English. According to what the student stated:

Saya merasa gugup ketika harus berdiri di kelas atau ketika guru saya memberi kesempatan kepada saya untuk melakukan sesuatu seperti membaca atau mengerjakan tata bahasa. Saya tahu itu masalah saya dan saya biasanya merasa gugup dan berkeringat di sekujur tubuh saya. Itu benar-benar membuat saya malu dan panik. Karena saya tidak bisa menerjemahkan ke dalam bahasa Inggris dan kurangnya kosakata, saya kehilangan segalanya dalam pikiran saya, saya tidak bisa tetap fokus pada pelajaran.

The data above show that students' constant anxiousness is caused by the teacher asking them to stand in front of the class as they complete tasks like reading from the textbook and practicing grammar. Because English is a challenging language, pupils rarely practice speaking, listening, reading, or writing in it, which causes anxiety. Because of this circumstance, the teacher's presence in the classroom caused the kids to feel uneasy. According to what the student stated:

Di kelas saya, guru berusaha berbicara Bahasa Inggris kepada saya dan teman-teman, tetapi saya tahu Bahasa Inggris saya tidak begitu bagus sehingga saya tidak dapat memahami guru saya dengan baik. Terkadang saya merasa bingung untuk memahami guru Bahasa Inggris saya. Saya merasa bingung dan takut ketika guru meminta saya atau teman-teman saya untuk membaca atau menjawab pertanyaan. Guru terkadang marah kepada kelas saya karena tidak mau mengikutinya.

It can be known that that the pupils were perplexed by their poor comprehension of English. According to the researcher's field note from September 13, 2024, the classroom environment is passive when students are learning English. Every time the teacher explained something to the class, the pupils remained silent and appeared perplexed. The pupils struggle with a variety of aspects of their English, including vocabulary, word pronunciation, and grammar norms. These factors all contribute to the students' anxiety during studying English. According to what the student also stated:

Saya tidak dapat memahami semua materi bahasa Inggris yang diberikan guru saya. Saya tahu, saya masih menghafal kosakata untuk memudahkan saya berbicara dalam bahasa Inggris. Saya merasa cemas karena saya sering berlatih berbicara dalam bahasa Inggris, tetapi guru saya selalu memberi saya kesempatan untuk berbicara semampu saya.

Interviewed above show that students' difficulties with vocabulary make it difficult for them to understand English. Because their teacher had requested them to practice, students were nervous when speaking and reading the text in front of others, according to the researcher's video observations on September 13, 2024. To get around the teacher's correction, several of them slowed down their reading or slowed down their voices. Students still need to practice reading and speaking English in front of the class constantly in order to overcome their anxiety. Some of them are also avoiding their teacher by pretending to be busy writing or reading a book.

b. Trait Anxiety

The students claim that their fear when speaking English may also be exacerbated by imprecise explanations. According to the interview, the majority of kids become really upset when they do not understand a lesson. They reported feeling apprehensive when they could not grasp the teacher's words. Some of them went on to say that they were afraid they would not comprehend all of the language input, which only made failure more likely.

Ketika mengajar di kelas, terkadang guru menjelaskan terlalu cepat. Jadi, saya harap dia tidak mengajar terlalu cepat. Dan juga teman-teman saya tidak terlalu banyak tertawa ketika saya berbicara bahasa Inggris, jadi ketika guru bertanya kepada saya tentang materi yang diberikannya,

biasanya saya tidak bisa menjawab dengan benar. Saya terjebak pada saat itu dan menjadi bingung juga

Others also thought that the English class went by quite fast. A number of other participants stated that when a teacher teaches a lesson in English alone, they frequently feel scared. One person responded that when he did not understand a lesson, he became really irritated. According to the researcher's field note from September 13, 2024, the other one acknowledged that more time would be beneficial for him to fully understand the lesson. Additionally, the observation's findings showed that when the teacher presented a lesson, some of the students appeared perplexed. Some even shown irresponsibility by drawing something or conversing with their pals close to them, possibly in an attempt to calm themselves. "*Teman-temanku berisik. Mereka suka mengobrol di kelas dan ada teman-temanku yang tidur di kelas.*".

The Factors Caused the Students' Anxiety in Learning English

This part presented the research findings which the researcher found in the field

a. Type of Task

The teachers assign a variety of tasks to the students, including role-playing, narrative, speech, and dialogue. Usually, students complete the assignments in front of the class or in their own chairs. If students are required to display their work in front of the class, the assignments start to induce anxiety. Their confidence affected how well they performed when they practiced speaking in front of their friends. The following data demonstrates their concern about this factor.

Kelas berbicara adalah kelas yang menakutkan bagi saya, karena saya terlalu buruk dalam berbicara, saya menjadi lebih cepat panik. Saat itu, ketika saya tampil untuk ujian berbicara. Saya sering merasa panik dan lupa di depan orang lain, itu menyebabkan saya jarang berbicara bahasa Inggris. Di kelas saya, ketika saya tampil untuk berbicara, saya takut membuat kesalahan dalam bahasa tersebut. Itu membuat saya gugup untuk mengucapkan kata-kata dalam bahasa Inggris. Saya merasa takut membuat kesalahan.

According to the data above, pupils consistently experienced anxiety throughout speaking classes. When the students confronted their peers directly, they became less confident. They forget what they want to say because of the situation. According to the researcher's field note from September 13, 2024, the speaking club activities consistently require students to practice their newly acquired skills by speaking one-on-one, in pairs, or in groups. On the other hand, they become anxious during their oral presentation for a variety of reasons. When they are unable to recall anything to say, even that panic might be stressful. Students may become worried if they are required to respond to a question or give an oral presentation in a foreign language lesson. Anxiety causes worry and causes kids to think for extended periods of time. Their performance is impacted by the fragmented attention, which lowers cognitive performance. Their performance may be further hampered by a negative self-evaluation and decreased self-esteem. They had an issue since, as the following data demonstrates, oral presenting preparation has not become a regular activity in English classrooms.

Saya selalu melakukan kesalahan dalam berlatih bahasa Inggris. Terkadang saya melakukan kesalahan. Tidak sering diminta untuk maju ke depan kelas dalam pelajaran lain tetapi jika kemudian guru meminta saya untuk maju dan berbicara, saya yakin jantung saya akan berdebar lebih cepat dan tangan saya menjadi dingin. Berbeda ketika saya hanya berlatih berbicara dengan teman saya di tempat duduk kami, saya merasa lebih rileks dan saya pikir saya dapat berbicara lebih baik. Itulah faktor ketika saya mencoba berlatih, saya tahu saya benar-benar takut ketika berlatih bahasa saya di depan guru saya.

According to the aforementioned research, the student's anxiety level when practicing in front of their teacher was a contributing factor. Her hands being chilly and her heart beating quickly are physical signs that she was under stress. She was unable to provide her best performance during her oral presentation because of this. Anxiety in this case played a part in preventing students from giving engaging presentations. On the other hand, she believed that she could speak more comfortably and effectively when she was not asked to stand in front of the class or when she simply practiced speaking in pairs while sitting alone.

b. Fear of Making Mistakes

When they committed mistakes, all of the interviewees had the same level of anxiety. They are extremely worried about how their friends would react to their performance. Every student who took part in the study expressed grave concerns about the type of assessment scenario in which the other students in the class kept an eye on their speaking abilities. The following data displays the condition.

Masalah terbesar belajar di kelas adalah membuat banyak kesalahan yang dapat membuat saya takut untuk menunjukkan kemampuan saya semaksimal mungkin. Saya khawatir teman-teman saya akan memulai saya dan mereka akan mengatakan sesuatu seperti saya tidak pintar. Saya takut jika mereka akan mengolok-olok saya. Ketika saya merasa gugup, saya biasanya melakukan gerakan yang tidak diinginkan atau memberi suara pada saya. Itu membuat kesalahan saya tidak terlihat, saya merasa lebih baik untuk melanjutkan pembicaraan saya.

According to the facts above, the student fears that his friends would think he is not intelligent if he makes mistakes. His speaking performance may be hampered by his anxiety of his friends' opinions and reactions. Occasionally, when he is anxious, he turns up the volume and speeds it up so his pals will not see his errors. Nevertheless, the action hindered his ability to become proficient in the target language. The teacher should be able to predict when that type of event may occur. The teacher did not, however, succeed, according to the information in the field note. The data that follows illustrates that.

Ini adalah salah satu masalah yang selalu ditemukan di kelas, yaitu ketika seorang siswa melakukan kesalahan, dan teman-temannya langsung menertawakan kesalahannya. Ketika siswa mulai menertawakan teman-temannya yang berbicara di depan kelas, guru hanya memberikan peringatan dengan mengatakan, "Halo, kelas. Tolong diam. Perhatikan teman-teman kalian." Kemudian, siswa diam sejenak dan mulai membuat keributan lagi. Guru harus mampu mengendalikan kelas dan membuat kelas berjalan dengan baik.

According to the facts above, troublesome kids make blunders and are made fun of by their peers. The teacher is not paying enough attention to how the audience, or the pupils, are responding. The teacher merely made the kids quiet for a brief period of time by issuing a straightforward warning. In addition, the majority of the students in the class had disobedient personalities. When the teacher is paying attention to the students delivering the discourse in front of the class, they have a tendency to make some noise.

There were numerous significant errors committed by pupils that could cause anxiety during the researcher's field note observation on September 20, 2024. Three elements were discovered by the researcher in the field: vocabulary, grammar, and pronunciation. The following data displays the explanation pertaining to certain aspects.

1) Pronunciation

In keeping with the earlier conversation regarding classroom presentation, students' speaking in front of the class is greatly impacted by their pronunciation. Students' pronunciation errors are the issue that makes them anxious when they practice speaking. The information below illustrates the situation in which anxiety is brought on by pronunciation.

Pengucapan merupakan salah satu faktor yang membuat saya kurang percaya diri dalam berbicara bahasa Inggris. Kesulitannya ketika diminta untuk maju ke depan kelas, sebenarnya saya takut jika teman-teman saya menertawakan saya. Kemudian saya juga takut melakukan kesalahan. Kesalahan yang saya takutkan adalah kesalahan dalam berbicara, cara mengucapkan. Sama halnya dengan saya. Malu rasanya jika saya salah mengucapkan kata, saya ditertawakan oleh teman-teman.

According to the data above, poor pronunciation is the main issue when speaking English. They depict a situation in which the student felt shy and scared if his friends made fun of him for mispronouncing words. Regarding the type of response, nearly every interviewee had the same opinion. They were worried that their friends would make unfavorable inferences after the errors occurred.

2) Grammar

When students practice speaking, they also struggle with using grammar to create proper sentences in English. The majority of students struggle with verb usage. The following data illustrates their case-related challenges.

Terkadang saya pikir tata bahasa sangat penting untuk belajar bahasa Inggris. Saya selalu fokus pada tata bahasa saya dan tidak pernah menjadi lebih baik, akibatnya saya semakin terjebak dalam tata bahasa. Kesulitan utama dalam belajar bahasa Inggris terutama di kelas berbicara adalah tentang tata bahasa, ada banyak aturan dalam tata bahasa terkadang saya merasa sulit untuk mengingat aturan tata bahasa Misalnya, saya harus menambahkan „s” atau tidak dan kata kerja harus diganti dengan kata kerja 2 atau tidak. Dalam bahasa Indonesia kita tidak perlu mengubah apa pun.

According to the aforementioned research, students' largest issue is grammar, which causes them to constantly focus and makes it harder for them to understand English. The use of proper grammar in speech is a hardship for the pupil. He is unsure of whether the syntax he used was adequate for the sentences he intended to convey verbally. He must therefore give it much more thought before speaking. In contrast, there is no distinction in the verb form between it and his native Indonesian. He cannot decide whether to add "s" or modify the verb to fit the tense. Although the students reported primarily verb-related grammar issues, the researcher discovered additional grammar-related elements based on the observations, including the usage of prepositions, articles, and English modal verbs.

3) Vocabulary

Students must use the right language to convey their ideas. They must be able to effectively recall language items in order to accomplish that. The data below illustrates how their performance is impacted by their limited vocabulary.

Keterbatasan kosakata menjadi salah satu faktor penghambat dalam berbicara ketika berbicara di depan teman-teman, lupa akan arti sebuah kata dapat membuat saya lupa akan hal-hal yang ingin saya sampaikan. Hal ini sangat memalukan dan membuat saya gugup untuk berbicara di depan kelas. Kurangnya kosakata membuat saya tidak

percaya diri dalam belajar bahasa Inggris. Saya juga masih malas untuk menghafal banyak kosakata.

The information above demonstrates his vocabulary difficulties and how they affect his speaking performance, where a single word can have a significant impact. When he tried to recall a single word, he intended to use to convey his notion, the anxiousness that caused him to forget the entire thought surfaced. According to the following data, pupils are more likely to make mistakes in this type of situation.

Kesulitan yang saya hadapi ketika diminta untuk maju ke depan, terkadang saya ingin menyelesaikannya dengan cepat, sebaliknya saya lupa kosakata bahasa Inggris yang ingin saya sampaikan. Ketika saya mencoba mengingat saya menjadi gugup dan merasa lebih sulit. Itu membuat saya malu dan gugup untuk berdiri di depan kelas. Saya tidak bisa menahan rasa takut saya untuk percaya diri, ketika saya mencoba lebih dan lebih, itu akan membuat mental saya lebih cepat turun.

According to the data above, when the student felt nervous while performing in front of his friends, he will try to speak faster to get it done sooner. However, that action made it more difficult for him to remember the forgotten words. In this condition, he found it harder to speak in English well. Few range of vocabulary is affecting his confidence and led him to feel anxiety.

c. The Role of Language Teachers

In addition to the two previously mentioned characteristics, instructors' roles also have an impact on anxiety levels. It has to do with how teachers set up a classroom environment that works for teaching and learning, how they manage their attitude toward students, how they respond to their mistakes, and how they properly inspire them. The data that follows illustrates that circumstance.

Terkadang guru membantu saya mengatasi rasa cemas yang saya rasakan, mereka melakukannya asalkan mereka tidak melihat dan hanya fokus kepada saya. Lalu, apa yang seharusnya dilakukan guru agar siswa merasa

nyaman saat berbicara adalah menciptakan suasana kelas yang hangat seperti bercanda.

According to the data above, students anticipated a relaxed classroom setting. He want instructors who could make learning enjoyable so he would feel more at ease when speaking. He believed that instructors who could crack jokes or lead icebreaker exercises could help students feel less nervous when they were required to speak in front of the class. Nonetheless, some educators continue to employ severe and strict traditional approaches. It is similar to how teachers provide feedback on each student's errors. Teachers' less communicative approach toward pupils is another factor.

The research findings are discussed in this section. In this study, two research questions are put out. The eighth-grade students at SMPS Elhafidziyah were the subject of this study, which examined their anxiety levels during learning English. In this instance, SMPS Elhafidziyah's eighth-grade students' nervousness over learning English was taken into account. According to the research findings, there are a variety of reasons why eighth-grade students at SMPS Elhafidziyah experience anxiety when learning English.

Students in the eighth grade at SMPS Elhafidziyah suffer from two types of nervousness when learning English. The first type occurs when they attempt to explain the subject in front of the class. They are often unable to perform tasks that they would typically be able to undertake. Every time their teacher asks them a question, they become anxious. Characteristic Anxiety, They reported feeling apprehensive when they could not grasp the teacher's words. Horwitz (2011) supports this as well; some of them went on to say that they are afraid they will not comprehend all of the language input, which only makes failure more likely. When a teacher gives a session in English solely, they frequently feel intimidated. One person responded that when he did not understand a lesson, he became really irritated. Additionally, the observation's findings showed that when the teacher presented a lesson, some of the students appeared perplexed. It is consistent with the findings of (Agustina et al., 2023), (Rodriguez, 2022).

The eighth-grade students at SMPS Elhafidziyah experienced anxiety when learning English for three reasons: the type of task, which made them lose confidence when they had to confront their friends immediately. They forget what they want to say because of the situation. Horwitz (2011, 127) further supports the idea that fear can lead to stress when a person is unable to recall anything to say. Fear of Making blunders: This is the

student's fear that his friends would think he is not intelligent if he makes blunders. His speaking performance may be hampered by his anxiety of his friends' opinions and reactions. The role of the language teacher, where students anticipate a relaxed classroom atmosphere. He want instructors who could make learning enjoyable so he would feel more at ease when speaking. He believed that instructors who could crack jokes or lead icebreaker exercises could help students feel less nervous when they were required to speak in front of the class. It is consistent with the findings of (Agustina et al., 2023), (Rodriguez, 2022).

5. CONCLUSION

This research found that there are two kinds of anxiety were experienced by the students in learning English at the Eighth Grade of SMPS Elhafidziyah, they are State Anxiety, it caused students were very stressful about having to speak in front of the class and trait anxiety, the students fear and did not understand all the language. There were three factor such as factor type of task, the students felt anxious in practicing the speaking class; fear of making mistakes, most of students afraid to make mistake, the role of the language teachers.

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