



THESIS

**ANXIETY IN LEARNING ENGLISH EXPERIENCED BY 10th-GRADE
STUDENTS OF MADRASAH ALIYAH BALONGREJO SUMOBITO
SCHOOL**



LATIFAH AYU RACHMAN

2320007

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF BUSINESS, LANGUAGES, AND EDUCATION
UNIVERSITY OF PESANTREN TINGGI DARUL ULUM
JOMBANG
27 JUNE 2024**



THESIS

Anxiety in Learning English Experienced by 10th-Grade Students of Madrasah Aliyah Balongrejo Sumobito School

Submitted to:
Department of English Language Education
as a requirement for obtaining the degree of *Sarjana*

Authored By:
Latifah Ayu Rachman
2320007

Supervised by:
Dr. H. Achmad Fanani, S.S., M.Pd.
Trikaloka H. Putri, S.S., M.Pd.
Department of English Language Education
Faculty of Business, Languages, and Education
University of Pesantren Tinggi Darul Ulum
Jombang
2024



APPROVAL SHEET

This document certifies that the thesis titled "*Anxiety in Learning English Experienced by 10th-Grade Students of Madrasah Aliyah Balongrejo Sumobito School*" authored by Latifah Ayu Rachman, has received approval from the thesis supervisors for presentation in an oral examination before the appointed examiners at the Faculty of Business, Languages, and Education, University of Pesantren Tinggi Darul Ulum Jombang.

Jombang, June 27, 2024

Thesis Supervisors

1. **Dr. H. Achmad Fanani, S.S., M.Pd.**

(Supervisor I)

()

2. **Trikaloka H. Putri, S.S., M.Pd.**

(Supervisor II)

()



THE LEGITIMATION OF THE BOARD OF EXAMINERS

THESIS PROPOSAL

Anxiety in Learning English Experienced by 10th-Grade Students
of Madrasah Aliyah Balongrejo Sumobito School

Authored and submitted by:

Latifah Ayu Rachman

2320007

Defended in front of Examiners

On July 6, 2024

The Board of Examiners:

1. Dr. H. Achmad Fanani, S.S., M.Pd.

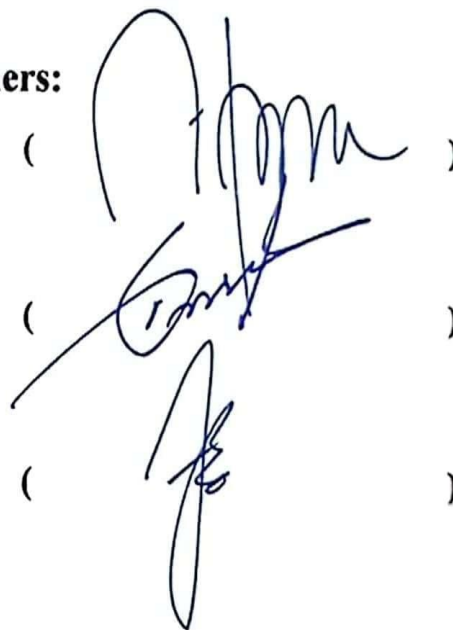
(Chair)

2. Adi Yusuf, S.S., M.Pd.

(Examiner I)

3. Nailul Fauziyah, S.Hum, M.Pd.

(Examiner II)



Jombang, July 6, 2024

Dean,



Dr. Wiwik Maryati, S.Sos., M.S.M.









DECLARATION

Name : Latifah Ayu Rachman
Student's ID (NIM) : 2320007
Department : English Language Education
Faculty : Faculty of Business, Languages, and Education

With dedicated effort, I have authored the thesis proposal titled "Anxiety in Learning English Experienced by 10th-Grade Students of Madrasah Aliyah Balongrejo Sumobito School". It is an original work, free from plagiarism and unnecessary replication. Any references to the work of others are appropriately acknowledged through citations, quotes, and references included in the thesis.

In the event that this statement is demonstrated to be incorrect, the researcher readily accepts full responsibility within the domain of the English Language Education Department, Faculty of Business, Languages, and Education, University of Pesantren Tinggi Darul Ulum Jombang.

Jombang, June 27, 2024

Latifah Ayu Rachman





MOTTO

“Yang kurang banyak bukan nikmatnya, tapi syukurnya.

Yang kurang takaran bukan rahmatNya, tapi doanya.

Yang belum baik bukan rezekinya, tapi ibadahnya.”

Syarifah Sania Mutahar



DEDICATION

I always grateful to God for the process of completing this thesis which is full of twists and turns and always accompanied and supported by the people I love and care about:

1. My beloved parents, Mr. Harie Laksono and Mrs. Sutji Wahjuningsih, they always monitor my condition from home, ask how I am and what processes have been done, without their support and prayers I might not be able to complete this thesis. May they be given a long life and have the opportunity to witness their three children succeed and make them proud.
2. My siblings, Dewi Ayu Masita and Ahmad Rasyid Kahfi, thank you to my sister who always prioritizes family and directs your sister who is quite careless, and thank you to my sister who always comforts and convinces me that I can complete this research and always tries to prove to my family as a responsible son.
3. My second parents, Gus Azmi and Umik Nayla, thank you very much for providing a place, direction, and full affection for me who has been a lot of trouble. No amount of devotion and reward will be enough for them. May I receive the blessings of my teacher forever.
4. My supervisor, Mr. Dr. H. Achmad Fanani, S.S., M.Pd. and Mrs. Trikaloka. H. Putri, S.S., M.Pd., who were always patient and diligent in reminding and teaching me in writing this thesis from beginning to end. Thank you for the energy, thoughts, time, and appreciation given to me.
5. The examiner of my proposal seminar and the examiner of my thesis, Mrs. Nailul Fauziah, S.Hum., M.Pd., who has given many criticisms and suggestions that are very useful for my thesis.
6. My thesis examiner who is very persistent in providing good and correct thesis direction, Mr. Adi Yusuf, S.S., M.Pd., thank you for being so patient in providing good and correct direction in completing my thesis writing.



7. My friends whom I love and care for more than myself, Gen KL, thank you very much for being there and completing my life. Your prayers and support mean a lot to me. Thank you for always reminding me of the importance of surrendering to Allah in every job I do. Especially my enemy, Islifiyah Saniyah Fitroti, even though I often fight with her but my love is very big.
8. PBI'20 friends, Siska Ayu, Ayu Nikmatus, and Asmaul Husna, thank you for everything, I can't mention all of your kindness here one by one. Especially my close friend from the first semester, Okta Lutfiana, thanks for being there for me, for listening me, for never giving up on me.
9. All my friends in dormitory 27 AlFurqon, thank you for trying to understand my character, my activities, and my problems. May you be successful in your own ways and always be under Allah's protection.
10. To all the parties I have complained to, thank you very much for helping me a lot.
11. To the Panaroma family, Salma Salsabil and Rony Parulian, Nyoman Paul and Nabila Taqiyyah. Your songs and interactions always make me excited.



ACKNOWLEDGMENT

The first and always prioritized, namely Allah SWT, who always gives all the pleasures in the form of health, sustenance, and all pleasures. One of them is that I was able to complete writing this thesis. Able to graduate on time, and carry out the mandate of the degree that I have. Secondly, prayers and greetings continue to be poured out on my motivator, Prophet Muhammad SAW, may I, my family, my teachers, and my friends receive the blessings of his intercession. Here, I would like to express my appreciation to:

1. Dr. H. M. Zulfikar As'ad, MMR., as the rector of UNIPDU in Jombang
2. Dr. Wiwik Maryati, S.Sos., M.S.M. as the dean of the Faculty of Languages, Business, and Education at UNIPDU
3. Dr. Achmad Farid, Ph.D., as the head of the English Language Education study program.
4. All lecturers of English Language Education, who have taught with sincerity and enthusiasm in sharing their knowledge.



TABLE OF CONTENTS

COVER	i
APPROVAL SHEET	ii
THE LEGITIMATION OF THE BOARD OF EXAMINERS.....	Error!
Bookmark not defined.	
THESIS PROPOSAL.....	Error! Bookmark not defined.
DECLARATION.....	Error! Bookmark not defined.
MOTTO.....	v
DEDICATION	vi
ACKNOWLEDGMENT	viii
TABLE OF CONTENTS.....	xi
LIST OF TABLE	Error! Bookmark not defined.
APPENDICES.....	xii
ABSTRACT	xiii
ABSTRAK.....	xiv
CHAPTER I.....	1
INTRODUCTION.....	1
1.1 Background of the Research.....	1
1.2 Research Questions.....	3
1.3 Research Objectives.....	3
1.4 Significance.....	4
1.5 Scope and Limitation	4
1.6 Definition of Key Terms	5
CHAPTER II.....	6
LITERATURE REVIEW	6
2.1 Definition and Concept of Anxiety in English Language Learning.....	6
2.2 Types and Forms of Anxiety in English Language Learning.....	6
2.3 Previous Studies	10
CHAPTER III	12
RESEARCH METHOD.....	12
3.1 Research Design	12
3.2 Research Participants	12
3.3 Research Instruments	13
3.4 Data and Source of Data.....	13
3.5 Steps of Collecting Data.....	14
3.6 Steps of Analyzing Data.....	15
3.7 Instrument Validity	15
CHAPTER IV	16
FINDINGS AND DISCUSSION.....	16
4.1 Findings	16
4.2 Discussion	22
CHAPTER V.....	31
CONCLUSION	31
5.1 Conclusion	31
5.2 Suggestions	31
REFERENCES.....	34
APPENDIX.....	40

CURRICULUM VITAE	51
-------------------------------	-----------

LIST OF TABLE

The Result of Communication Anxiety Experienced by Students	16
The Result of Performance Anxiety Experienced by Students	17
The Result of Test Anxiety Experienced by Students	19
The Result of Assessment Anxiety Experienced by Students	20
The Result of Understanding Anxiety Experienced by Students.....	21





APPENDICES

APPENDIX 1.....	40
APPENDIX 2.....	43
APPENDIX 3.....	44
APPENDIX 4.....	45



ABSTRACT

Rachman, Latifah Ayu, 2024. *Anxiety in Learning English Experienced by 10th-Grade Students of Madrasah Aliyah Balongrejo Sumobito School*. Skripsi, Pendidikan Bahasa Inggris, FBBP, Unipdu. Pembimbing: (I) Dr. H. Achmad Fanani, S.S., M.Pd. (II) Trikaloka H. Putri, S.S., M.Pd.

The anxiety of the students forms a high barrier to English language learning as a second language, thus reducing participation and causing poor performance. It can be observed in various forms, from fear of making mistakes to compulsion to perform. Therefore, it becomes very important to understand these anxieties to develop supportive educational strategies. This present study is motivated by experiences at MA Balongrejo, conducted with the aim of discovering certain types of anxiety in learning English that must be reduced in order to make students reduce their anxiety and acquire language more effectively. Accordingly, this thesis seeks to identify the types and forms of anxiety experienced by students during the learning process of the English language. This quantitative descriptive research was conducted to explore and classify students' anxiety while learning the English language. Quantitative descriptive research summarizes clear events and is, therefore, appropriate for explaining phenomena. The types and forms of anxiety felt by the students were identified and grouped based on the answers to the questionnaires. The results of the questionnaire analysis of MA Balongrejo's 10th-grade students show considerable anxiety when speaking and learning English. The main points brought out include 85.7% feeling nervous speaking English, 100% fearing misunderstandings, and 78% worrying about academic results. The pressure of performing well, the fear of making errors, and anxiety about assessment components significantly affect their confidence and focus. In addition to that, 69% of students reported concentration difficulties during exams, and 56% were feeling stressed at the time of exam preparation. Vocabulary and speed difficulty exacerbate the problem of anxiety to understand native speakers; it was noted that 56% of students face such a problem. The necessity of treating students with full support in eliminating the anxiety in the learning process of English is proven by

these results. The data collected from the students of MA Balongrejo grade 10 students showed that a high percentage of the students experience communication anxiety in English because they manifest communicative activities with 85.7% of nervousness, 64.3% of concern with the mistakes, and 100% of fear of misunderstandings. For this purpose, schools should be devoted to conducting skill-enhancing programs, training school teachers in using supportive methods, creating a non-assessed atmosphere in schools during learning, and offering psychological support to students. This will also be furthered by use of technology and more flexible assessments. The rewarding of improvement and participation will further reduce anxiety and boost the confidence of students in English communication.

Keywords : *Anxiety, Types of Anxiety, Forms of Anxiety*





ABSTRAK

Kecemasan siswa merupakan hambatan yang besar dalam pembelajaran bahasa Inggris sebagai bahasa kedua, sehingga mengurangi partisipasi dan menyebabkan kinerja yang buruk. Kecemasan dapat diamati dalam berbagai bentuk, mulai dari rasa takut melakukan kesalahan hingga dorongan untuk berprestasi. Oleh karena itu, menjadi sangat penting untuk memahami kecemasan ini guna mengembangkan strategi pendidikan yang mendukung. Penelitian ini dimotivasi oleh pengalaman di MA Balongrejo, yang dilakukan dengan tujuan untuk menemukan jenis-jenis kecemasan tertentu dalam pembelajaran bahasa Inggris yang harus dikurangi agar siswa dapat mengurangi kecemasan mereka dan memperoleh bahasa dengan lebih efektif. Oleh karena itu, tesis ini berupaya untuk mengidentifikasi jenis dan bentuk kecemasan yang dialami siswa selama proses pembelajaran bahasa Inggris. Penelitian deskriptif kuantitatif ini dilakukan untuk mengeksplorasi dan mengklasifikasikan kecemasan siswa saat belajar bahasa Inggris. Penelitian deskriptif kuantitatif merangkum kejadian-kejadian yang jelas dan, oleh karena itu, tepat untuk menjelaskan fenomena. Jenis dan bentuk kecemasan yang dirasakan siswa diidentifikasi dan dikelompokkan berdasarkan jawaban kuesioner. Hasil analisis kuesioner siswa kelas 10 MA Balongrejo menunjukkan kecemasan yang cukup besar saat berbicara dan belajar bahasa Inggris. Poin-poin utama yang diangkat termasuk 85,7% merasa gugup berbicara bahasa Inggris, 100% takut salah paham, dan 78% khawatir tentang hasil akademis. Tekanan untuk berprestasi baik, takut membuat kesalahan, dan kecemasan tentang komponen penilaian secara signifikan memengaruhi kepercayaan diri dan fokus mereka. Selain itu, 69% siswa melaporkan kesulitan konsentrasi selama ujian, dan 56% merasa stres pada saat persiapan ujian. Kesulitan kosakata dan kecepatan memperburuk masalah kecemasan untuk memahami penutur asli; tercatat bahwa 56% siswa menghadapi masalah seperti itu. Perlunya memperlakukan siswa dengan dukungan penuh dalam menghilangkan kecemasan dalam proses pembelajaran bahasa Inggris dibuktikan oleh hasil ini. Data yang dikumpulkan dari siswa kelas 10 MA Balongrejo menunjukkan bahwa persentase siswa yang tinggi mengalami kecemasan



komunikasi dalam bahasa Inggris karena mereka menunjukkan aktivitas komunikatif dengan 85,7% kegugupan, 64,3% kekhawatiran dengan kesalahan, dan 100% takut salah paham. Untuk tujuan ini, sekolah harus berkomitmen untuk menyelenggarakan program peningkatan keterampilan, melatih guru sekolah dalam menggunakan metode yang mendukung, menciptakan suasana yang tidak dinilai di sekolah selama pembelajaran, dan menawarkan dukungan psikologis kepada siswa. Hal ini juga akan didukung oleh penggunaan teknologi dan penilaian yang lebih fleksibel. Pemberian penghargaan atas peningkatan dan partisipasi akan semakin mengurangi kecemasan dan meningkatkan kepercayaan diri siswa dalam berkomunikasi dalam bahasa Inggris.

Keywords : *Anxiety, Types of Anxiety, Forms of Anxiety*

