

THE EFFECT OF ANXIETY TOWARD STUDENTS' LEARNING MOTIVATION OF THE ELEVENTH GRADE AT SMAN 4 PALU

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Abstract

The objective of this research was to investigate the effect of anxiety toward students' learning motivation of the eleventh grade at SMAN 4 Palu in the academic year 2019- 2020. This research used as a survey quantitative research method. The population of this research was conducted for the eleventh-grade students of SMAN 4 Palu with consisted of 50 students, who used purposive sampling with took 2 classes as the samples to encourage representative data. In the procedure of collecting data, the researcher used one of instrument is questionnaire. The questionnaire used to encourage the effect of anxiety and the motivation in learning English of the students. The researcher was giving students a questionnaire using WhatsApp. The questionnaire in Google form, so students just open and checklist their answer and send. The result of the questionnaire has shown there was no significant effect of anxiety toward students' learning motivation. This result of Pearson Product Moment table, which has shown were scores of Sigs between effect Anxiety and Motivation was 0,450 or more than 0,05. It means there was no effect of anxiety toward motivation. The researcher concluding the effect of anxiety toward students' learning motivation was normal.

Keywords: Effect of Anxiety, Students' Learning Motivation.

1. Background

In the global context of foreign language, anxiety is not a new issue in learning English. Anxiety is associated with threats to self-efficacy and appraisal of situations as threatening and is a hard feeling due to something threatening.¹ Anxiety are feeling of worry and catch in the situation until they not sure what outcomes.² Based on the statement above, anxiety is not a new issue in learning English, anxiety is situation threatening, and hard feeling doing something.

Almost all students have anxiety experience in learning English. The foreign language can be a potential problem in learning for students.³ Anxiety in a foreign language is not an unusual matter, which is fact. Unfortunately, almost all students have experienced and had a bad effect to students in learning English.

Their anxiety are feelings of worry, tension, and reaction in learning. Besides that, it means anxiety can be affected to students in learning motivation. That is the reason why the researcher investigated the anxiety, especially the effect of anxiety toward students' learning motivation. In others, the researcher found relationship between anxiety and motivation in learning English. Students' anxiety and motivation were negatively correlated and

when students lacked of motivation they felt anxious behavior.⁴

Anxiety has an influence on language acquisition, retention, and production. Therefore, anxiety also has a negative in process learning. This support by nation that anxiety in psychology there is effect can impede the students to master English language. And also, negative impact of anxiety is not just in psychological, but also behavioral symptoms to students. It can change the student behavior such as unwillingness to study, hard to focus, and so on.

In learning language, define motivation as aim, purpose, direction, and goal of the activity. While, motivation is the combination of students' attitude, desire, and willingness expending in effort to learn the second language. Besides, language learning motivation is the one study together with anxiety.⁵ Define motivation are as aim, purpose, direction, and goal. And motivation are combination of students' attitude, desire, and willingness in effort learning second language.

There are two kinds motivation in learning language: integrative motivation, this motivation is referring to learning approach to speech and culture, and instrumental motivation, this motivation referring to language learning for more practical to goals. Then, the new classification of the motivation was identified, namely intrinsic and extrinsic motivation. Intrinsic motivation implies learning language for the pleasure in doing. Extrinsic motivation like instrumental motivation, it is referring to learn language.⁶ Motivation there two

¹Andi Marwan, TEFLIN Journal, *The Exploratin of Factors Triggering Language Anxiety*, (vol.19, no.2, August 2008),120.

²Jeanne E. Ormrod, *Educational Psychology: Developing Learners*, (Ed.7th, Boston: Pearson Education Inc, 2011), 401.

³ Andi Marwan, TEFLIN Journal *theExploratin of Factors*,119.

⁴*International Journal of English Language Teaching*, (1, 1, September, 2013),24-41.

⁵*Communication and Linguistics Studies*, (2, 1), 2016, 6-12.

⁶I Cheng Chang. *"The Study on Motivation And Anxiety Of English Learning Of*

types are integrative motivation and instrumental motivation. Integration motivation, this motivation is referring to learning approach to speech and culture, and instrumental motivation, this motivation referring to language learning for more practical to goals.

Motivation and anxiety have significant relation in English learning and each other are closely related in foreign language acquisition. In addition, the foreign language students in various levels achievements could influence by motivation and anxiety. Therefore, exploring the effect anxiety between motivation are in terms of students' English learning achievement.⁷ There is significant correlation motivation and anxiety in foreign language acquisition, in various level achievements can influence of motivation and anxiety.

In the field school education, such as high school and colleges, many researchers conducted on motivation and anxiety in Taiwanese English students. However, the research on motivation and anxiety of English students in Technical University in Taiwan is quite limit. In the context Technical University was developing and the need their students learning English was increasing. And this study purpose to help determine how and what extent foreign language learning motivation and anxiety interact with each other that influence English language learning performances among technical university students in Taiwan.⁸ And based on the last statement above the research in Taiwan, motivation and anxiety interact with each other that influence English language learning performances.

SMAN 4 Palu is one of public schools in Palu, Central Sulawesi. The

school uses curriculum 2013. The reasons researcher chose SMAN 4 Palu are because SMAN Palu is a public school in West Palu, and it represents senior high schools in general. Besides, several students of English Tadris Program (TBI) of State Institute for Islamic Studies who taught during Practice Field Experience (PPL), many found that there are students feel anxious in learning. For instance, when the students learning English in the classroom. Then, the teacher called student they felt anxious. Therefore, the researcher focused on studying the effect of anxiety toward students' learning motivation.

2. Theoretical Review

2.1 Definitions of Anxiety

There are some definitions of anxiety:

- a) Anxiety are a complex self-perfections, beliefs, feelings and behavior in classroom.
- b) Anxiety as the feeling of the tension and apprehension specially the second language context, include speaking, listening, and learning.
- c) Anxiety as the worry and negative emotional of the reaction when using or learning the second language.
- d) Anxiety is when the individuals' experience language in require the second language is not fully proficient.⁹

2.2 Kinds of the Anxiety

Trait anxiety is a stable characteristic of the individual who more can get permanent anxious. Based on the first kind that is included the general level stress of anxiety. State anxiety is a transient anxiety which based on the situation. When there is response of the stimulus for instance important test. Based on the second kind that is anxiety when get danger of the particular situation.

- a) c) And the last kind is situation-specific anxiety are more to the persistent and multi-faceted of anxieties or this kind

Students At A Taiwan Technical University" International Journal of English Language Teaching (Vol.1, No.1, European Centre for Research Training and Development UK September 2013), 24-41.

⁷*ibid*

⁸*ibid*

⁹ *Ibid.*, 20.

more complex rather than two kinds above. Based on the last kind anxiety is more complex of the situation for instance as public speaking, examination, and or class participant.

There are three kinds of anxiety of the several factors. And the different factor will be resulting the difference kind of the anxiety.

2.3 Effect of the Anxiety in Learning

Language learning is an activity which involving cognitive that relies of encoding, storage, and process of the retrieval, and the anxiety can disturb students' attention in learning process. Task at hand and reactions are impact of the anxious. For instance, when the teacher make question to the students, the anxious students will focus to answer the teachers' question and the evaluating of the social implications of the answer while giving it. The describes how the anxiety can disturb learning process.¹⁰

Anxiety have a subtle effect in cognitive processing. The researcher conclude anxiety can be an effect negative in students' performance related to their mental and can be an effect to others. And the add statement related the lack in listening comprehension, impaired in vocabulary learning, lack of pronunciation, low in test, low grades in language of the course and can combination of these factors. Beside those, anxiety is a variety of the variable are a cause and a consequence include of poor language learning. Besides, those can be potential effect of the anxiety to learn and performance are most phenomena in psychology and education.

Otherwise, there are researchers also believe anxiety can bring a good motivation for students as the positive effect for them. Anxiety can also have debilitating and facilitative forms. A stress can be as motivator for students. It can be improving their motivation. And in the

contrast some stress can has debilitating effect and can forget some issues during exam for students. The positive facilitating anxiety and the debilitating anxiety was called.¹¹

2.4 Factors of the Anxiety

The factors in anxiety are varieties. Those are can comes from classroom activities and method of the teacher in teaching, include the how the teacher gives instruction and task. Found in speaking almost anxiety producing experience.¹² Besides, also found anxiety in producing activities such as in oral skill and oral presentation of the front class. They also that being called in to respond orally can produce anxiety.¹³

The found is laughed by other is one the big factor anxiety¹⁴. And addition when the teacher used inappropriate ways in teaching also can make students anxiety, such as teacher explain too fast. In says inability in understanding what are said in class often be factor anxiety in communication. Besides that, method in teaching such ask student one by one in systematic can be factor anxiety.¹⁵ And that hard correction, ridicule, and uncomfortable to handle students' mistake in front class. The students also feel anxiety because the material is hard making them stress and did not have time to understand the material, it can make anxiety rather than the other class. The last

¹¹ *Ibid.*

¹² Horwitz, 1986, *op. cit.* 129.

¹³ Oxford, (1999), 65.

¹⁴ Mary Lou Price, "The Subjective Experience of Foreign Language Anxiety: Interviews with Highly Anxious Students". In Elaine K. Horwitz and Dolly J. Young (ed.), *Language Anxiety: from Theory and Research to Classroom Implications*, (New Jersey: Prentice-Hall Inc., 1991), 105.

¹⁵ Renee von Worde, *Students' Perspectives on foreign Language Anxiety, Inquiry*, (Vol.8 No.1, 2003), 5.

¹⁰ *Ibid.*, 21.

point they found if the foreign class more hard than the other class.

Furthermore, above factors, the factor also comes of the students themselves. One of the is the certain learning. Some students found the difficult language, because in their mindset if language is hard. For instance, in speaking they must perfectly. And while the other thinking English is a difficult subject. The believe certainly language learning also can make student's tension and frustration in classroom.¹⁶ If student who believe the ability weaker than others¹⁷. And lack preparation in learning can make students feel anxiety, because they will not performance is maximally.¹⁸

2.5 Definitions of Motivation

Motivation is a change in a person who is the characterized with effective encouragement and the reaction in trying to achieve a goal.

Motivation is the combination of the effort plus to encourage the goal in learning language plus the attitudes in learning language. Based on the definitions above the researcher can conclude motivation is characterized with the effective encouragement and the reaction or the other words motivation is combination effort and the attitude in to encourage the goal.

2.6 Kinds of Motivation

Motivation are kind of two types: the first is intrinsic motivation and extrinsic motivation.

“When the acts of doing something generate interest and enjoyment, it can be called as intrinsic motivation. While, if the only reason for performing an act is to gain something outside the activity itself, such as passing an exam or obtaining

financial rewards; it is called as an extrinsic motivation”.¹⁹

Based on the definition above, action which can resulting interest and enjoyment, that is intrinsic motivation. Besides, the reason of the performing in act to get something of outside, like passing an exam or get financial reward.

3. Research Method

This research categorized into survey quantitative research. Survey is well organizing activities though which ask information of the people is directly. In other word, the survey is a method of data collection. The descriptions a specific aspect of given population. Subjective and external validity are important of a survey research. This research used purposive sampling. the research used two classes as the sample to encourage representative data. And the location of this research was at SMAN 4 Palu on Jl. Mokolembake No. 1 Telp. (0451) 460392 West Palu, Palu City, Province Central Sulawesi.

4. Result and Discussion

The discussion consists of interpretation of data obtained in this research, relation of data obtained with the theories from both variable, and relation comparison of this research with the previous studies. The result of data obtained 50 students of eleventh grade at SMAN 4 Palu. Based on the result there was scores of Sigs between effect Anxiety and Motivation were 0,450 or more than 0,05. It means there was not affect of Anxiety toward students' learning motivation. In data analysis, the first result of linearity test showed 0,542 or more than 0,05 that include linearity data. The second result of normality test showed Sig. on Kolmogorov Smirnov for anxiety and motivation is 0,200 or more than 0,05. It means data distribution was normal. The third result of Pearson Product Moment correlation above showed between effect

¹⁶Horwitz, (1986), 127.

¹⁷ Price, (1991), 106.

¹⁸Ardi Marwan, *Investigating Students' Foreign Language Anxiety*, Malaysian Journal of EFL Research, (Vol.3, 2007), 48.

¹⁹William and Burden (2000), 123.

Anxiety and Motivation were 0,450 or more than 0,05. It means there was not affect of Anxiety toward students' learning motivation. The fourth result of R-test on Pearson product moment test showed the scores correlation is 0,109 so as scores R is $0,109 \times 100\% = 10,9\%$. and the last result of T- test Based on the data above, the scores Sig (2-tailed) is 0,000 or less than 0,05. It means Anxiety and Motivation is different or there is correlation/ no effect of anxiety toward students' learning motivation. And according to the results of the calculation above, the score of correlation coefficient based on table.8 is 0,109. It shows that the correlation there is a correlation between variable X and variable Y, but the correlation is very low. It is means there is no significant correlation in this rating. It can be indicated that the effect of anxiety toward students' learning motivation of the eleventh grade at SMAN 4 Palu.

This finding of research similar found the previous research with UtamiFauziyah in her research entitled: The Relationship between Students' Anxiety and Their English Reading Skill. The subject of this research was the tenth Year Students of SMKN 3 Tangerang. The objective of this research was to know the significant correlation between students' anxiety and their English reading skill. And in the end of her research there was found negative significant correlation between students' anxiety and their English reading skill of SMKN 3 Tangerang city with higher anxiety got lower English reading ability and students lower anxiety got higher English in reading ability. And these similar with the previous studies Saito, Garza and Howirtz found in their study that language anxiety and reading score are negatively correlated to each other.²⁰ Those the previous studies

above showed negative correlate between anxiety and reading skill, also the result of this research negative correlate or there is not correlate/effect of anxiety toward students' learning motivation. Although the dependent variable is motivation, but the result also negative.

This result of research support to Abderrezag that anxiety can also has debilitating and facilitative forms. A stress can be as motivator for students. It can be improving their motivation. And in the contrast some stress can has debilitating effect and can forget some issues during exam for students. The positive facilitating anxiety and the debilitating anxiety was called. Otherwise, there are researchers also believe that anxiety can bring a good motivation for students as the positive effect for them. Based on theory of Abderrezag said anxiety can be motivating students in learning English and vice versa. And the result of this research showed that there is not effect of anxiety toward learning motivation or the motivation still good although there was some students felt anxious.

5. Conclusion and Suggestion

5.1 Conclusion

The researcher found result of questionnaire there was no effect of anxiety toward students' learning motivation. Based on the data above there was scores of Sigs between effect anxiety and motivation were 0,450 or more than 0,05. It means there was not effect of anxiety toward students' learning motivation. And the effect of anxiety toward students' learning motivation was not significant or there was not affect each other. Although students felt anxious, but they can control, so as the motivation learning English still good.

5.2 Suggestion

The researcher would to like give suggestions for those:

²⁰ Yoshiko Saito, E.K. Horwitz, and Thomas J. Garza, Foreign Language Reading Anxiety, The Modern Language Journal, vol. 83, 1999, 211.

a). Teacher

The teacher has to understand the characteristics of the students relate anxiety in learning English. although anxiety there is not affect to their motivation in learning English, but there were students felt anxious when the teacher give task without text in of front class. And addition, the teachers have to more creative, friendly, and patient in teaching. In order the students more reduce feeling anxious and they will more enjoy in joining English class.

b). Student

The researcher hopes students more study to enrich their vocabulary. Besides, in learning English the students should be enjoy and focus in English class.

c). Researcher

The further researcher to find out the specific strategy more reducing anxiety in learning English. The researcher suggested to teach vocabulary, she thinks if their vocabulary much they will more enjoy and spirit in learning English.

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