
A Case Study: Student's Anxiety in Learning English at the 7th Grade of SMP Negeri 3 Muara Bungo

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui kecemasan berbahasa asing (Bahasa Inggris) siswa kelas 7 SMPN 3 Muara Bungo. Secara khusus, ini berusaha untuk mengidentifikasi faktor-faktor apa yang dapat berkontribusi terhadap kecemasan dalam lingkungan belajar bahasa Inggris berdasarkan perspektif siswa. Metode yang digunakan dalam penelitian ini adalah metode kualitatif dengan pendekatan studi kasus. Lima belas siswa cemas dipilih sebagai peserta. Data dikumpulkan melalui wawancara terstruktur dan observasi kelas. Hasil penelitian menunjukkan bahwa berbicara di depan kelas, ditertawakan oleh orang lain, masukan yang tidak dapat dipahami, keyakinan siswa tentang pembelajaran bahasa, kepribadian guru, dan kurangnya persiapan adalah enam faktor yang dapat menyebabkan kecemasan siswa dalam belajar. belajar bahasa Inggris

Kata kunci: *Kecemasan siswa, English*

ABSTRACT

This study was carried out to investigate foreign language anxiety of EFL junior secondary school students at the 7th grade of SMPN 3 Muara Bungo. Specifically, it sought to identify what factors that may contribute to anxiety in English learning environment based on the students' perspectives. The method was used in this study was qualitative method with case study approach. Fifteen anxious students were selected as the participants. The data were gathered through structured interviews and classroom observations. The result of the study showed that speaking in front of the class, being laughed at by others, incomprehensible input, students' beliefs about language learning, teacher personality, and lack of preparation were the six factors that may contribute to the students' anxiety in learning English.

Keywords : *Students' Anxiety, English.*

INTRODUCTION

Emotions are important in the classroom since it has impact on learning. They influence learners' ability to process information and to accurately understand what they encounter. Brown states that emotions affect learning in the most fundamental way because they are the foundation of the learning strategies and techniques. In other words, emotional state can encourage or discourage learning.

For example, students learn and perform more successfully when they feel secure, happy, and excited about the subject matter. Emotions have the potential to energize student's thinking and also have the potential to interfere with learning. Negative emotions such as anger, anxiety, and sadness have the potential to distract students' learning efforts.

Unfortunately, in the case of foreign language learning, students' emotions tend to be more

discouraging rather than encouraging. One of the emotional states that make such process becomes difficult is anxiety. Emotional state such as anxiety can distract students in the language learning process. Feeling of tension, worry, and nervousness will impede students' ability to perform successfully in a foreign language classroom. According to Oxford, "Most language research shows a negative relationship between anxiety and performance." Anxiety harms students' performance by way of worry, self-doubt, and reducing participation. In addition, according to Krashen, debilitating anxiety can raise the affective filter and form a 'mental block' that prevents a comprehensible input from being used for language acquisition. Anxious students will have difficulties in following lessons. They may learn less and also may not be able to demonstrate what they have learned. Even worse, they may experience more failure, which in turn escalate their anxiety.

Meanwhile, during his teaching practice in a junior secondary school, SMP Negeri 3 Muara Bungo, the writer found signs of anxiety among the students. Many of them got jittery, created avoidance and reduced participation in the classroom. They were afraid and shy to practice with the target language, in this case the target language is English, because they were worried about making mistake. One of them thought if he made mistake, the teacher would get angry and his peers would ridicule him. So he preferred to be quiet and sit passively. While some of them also believed that English was a difficult subject. Such beliefs can affect their self-esteem and lead them to feel worry in classroom. In the end, when they were asked to practice,

they started to stutter. Moreover, some of them were unable to produce the sound or intonation even after a number of repetitions because they were not sure if they can practice their English. It was quite hard for the writer to do proper learning activities with them.

In other words, anxiety can hinder the students from attaining the objectives of their English learning. The objectives of English learning in SMP are stated as follows:

1. To be able to develop a communicative competence whether in written or oral form to achieve a functional literacy.
2. To have an awareness of English nature and importance to increase national competitiveness in globalization society.
3. To develop learners understanding about the language and the nature relation

Since anxiety can have major effects on foreign language learning, it is important to explore the students' anxiety. Therefore, the writer is eager to investigate what factors, as perceived by students, may contribute to the anxiety in an attempt to understand the issue of anxiety in learning English more deeply. Based on the background above, the writer formulates a research question as follows: What factors do students believe to contribute to their anxiety in learning English?

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.

There are several definitions of anxiety which are found by the writer. According to Carlson and Buskist, anxiety is "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 state of tension and apprehension as a natural response to perceived threat. 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.

Although anxiety and fear sounds 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.

Furthermore, According to Barlow, as cited in Passer and Smith, Anxiety responses consist of emotional component, feeling of tension; cognitive component, worry; physiological responses, increased heart rate and blood pressure; and behavioral responses, avoidance of certain situations.

From the definitions explained above, it can be concluded that anxiety is a feeling of being threatened, of apprehension, tension, and worry as a response to a particular situation or something that might happen in the future.

Foreign Language Anxiety

There is a certain term for anxiety that linked to language performance. The term Language

Anxiety and Foreign Language Anxiety are commonly used interchangeably. Foreign language anxiety is a specific anxiety which is related to language learning and use. According to Brown, foreign language anxiety is "a feeling of intimidation and inadequacy over the prospect of learning a foreign language." In addition, according to Gardner and MacIntyre, as cited in Oxford, "It is fear or apprehension occurring when a learner is expected to perform in the target language." Furthermore, Horwitz, and Cope, proposed conceptual foundations of foreign language anxiety. Based on them, foreign language anxiety appears in the form of anxiety such as: communication apprehension, test anxiety, and fear of negative evaluation.

Communication Apprehension is a type of shyness characterized by fear of or anxiety about communication with people. According to McCroskey J.C., as cited in Jason S. Wrench, communication apprehension is "an individual's fear or anxiety associated with either real or anticipated communication with another person or persons." Communication apprehension plays large role in foreign language anxiety since interpersonal interactions are the major emphasis in foreign language class. In foreign language class students are required to communicate with the target language by ways of speaking and listening. Their limited capabilities in the target language may derive students into a communication apprehension. Communication apprehension exist because students think that they will have difficulty understanding others in listening and making oneself understood in speaking.

Since performance evaluation is frequent in most foreign language classes, test anxiety is also closely related to a discussion of foreign language anxiety. Based on Sarason, as cited in Oxford, test anxiety is “the tendency to become alarmed about the consequences of inadequate performance on a test or other evaluation” It means this kind of anxiety occurs in an evaluation situation. Students with test anxiety might have unpleasant experience on their previous tests which makes them fear of failing the upcoming test. These students may also have false belief about foreign language learning. They put unrealistic demand that they should feel that anything than a perfect test is a failure.

Another anxiety related to foreign language learning is fear of negative evaluation. Watson and Friend, as cited in Horwitz, defined fear of negative evaluation as “apprehension about others’ evaluations, avoidance of evaluative situations, and the expectations that other would evaluate oneself negatively.” In foreign language learning context, students are prone to have a fear of negative evaluation from both teacher as the only fluent speaker in the class and their peers.

However, Horwitz, Horwitz, and Cope also believe that foreign language anxiety is not simply the combination of those performance anxiety related to foreign language learning context. They also proposed that, “foreign language anxiety as a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.”

Based on description above, it could be said that foreign language anxiety is a feeling or uneasiness, nervousness, worry and

apprehension experienced when learning or using the target language.

Impact of Foreign Language Anxiety

Anxiety has long been recognized by educators as a potential problem in foreign language classroom. Anxious student will have difficulty in their language learning since anxiety affects cognition processing. According to Ormrod, anxiety can interfere with several aspects of cognition in learning process. Anxious student may be disturbed in paying attention to what needs to be learned, processing information effectively, retrieving information, and demonstrating skill that have previously been learned. In other words, foreign language anxiety belongs to debilitating anxiety because it can hinder language learning.

Similar with Ormrod, MacIntyre as cited in Young, also believed that anxiety can affect students’ cognitive processing. He proposed a variation of the Tobias model of the effects of anxiety on learning from instruction which consist of three stages: input, processing, and output. Further, anxiety can affect students’ cognitive performance at any or all of the three stages. It means if anxiety disrupts the cognitive work at one stage, then information is not passed along to the next stage.

During the processing stage, anxiety acts as a distraction. It distracts student in processing information effectively. When they are worried, anxious student may learn less and may not be able to digest new words, phrases, grammar, and so on or may also take more time to process the lesson.

Moreover, Oxford described that “anxiety harms learner’s through worry and self-doubt and also by

reducing participation and creating overt-avoidance of the language.” He also mentioned certain aspects that have negative correlation of anxiety such as: grades in language courses, proficiency test performance, performance in speaking and writing tasks, self-confidence and self-esteem in language learning.

Possible Factors Contributing to Foreign Language Anxiety

Anxiety can rise from various sources. It sometimes comes from classroom activities and methods which related to teachers instructions and tasks. For example, speaking activities, it appears frequently as one of the anxiety provoking factor. Horwitz, Horwitz, and Cope found that speaking in the foreign language as the most anxiety-producing experience. While Koch and Terrell as cited in Oxford, also found oral skits and oral presentation in the front of the class as the most anxiety producing activities. They also noted that being called on to respond orally can produce anxiety. Speaking activities are prone to anxiety. In speaking students are tried to communicate in their limited capabilities. They also fear of being negatively evaluated by the teacher and peers which exposed their inadequacies. Moreover, in some cases students often laughed at their peers who make a mistake. It absolutely makes students fear of making mistake. They fear of making fool of themselves in public so they prefer to be quiet rather than speak to practice their English. Price found that fear of being laughed at by other is one of the greatest sources of anxiety.

In addition, inappropriate ways of teaching can also contribute to students' anxiety, for example speaking too much fast. According to

Worde, the inability to understand what is being said in the classroom often lead to communication apprehension. Besides, threatening teaching method like calling on students one after another in seating order may also generated anxiety. Oxford also noted that “harsh correction, ridicule and the uncomfortable handling of mistake in front of a class are among the most important instructor-learner interaction issues related to language anxiety. “Students' might also feel anxious because of the excessive material demand. They find that foreign language class stressful when they don't have sufficient time to understand the lesson because the amount of the materials is excessive. Moreover, the level of difficulty of foreign language class and the poor of result of students may elicit anxiety when compared to other classes. So, they may find that the foreign language class is more demanding and more difficult than other class.

Besides the above factors, sometimes anxiety also comes from the students themselves. One is their beliefs about language learning. Some students find language difficult because they are conditioned to believe that the language is difficult. For example, students believe that they should be able to speak perfectly. While others think that English is a difficult subject. Such beliefs can lead to language anxiety. Horwitz et al. noted that “certain beliefs about language learning also contribute to the students' tension and frustration in the classroom.” This also indicates that low self-esteem can generate anxiety. Price noted that anxious students believed their language skill were weaker than any other students. Mostly it comes from their learning experience. A stressful learning experience will condition the

students to believe that the language learning is difficult. This belief is quite enough to generate negative thinking to the present language learning. Eventually, this usually lead the students to avoid every single thing about the language learning includes preparation for classroom activities or a test. According to Marwan, lack of preparation was the major contributor of students' anxiety. Lack of preparation will absolutely make students feel anxious. They fear if they cannot perform well.

METHOD

This study employed the qualitative research method with case study approach. Qualitative method was chosen because this study aims at providing an insight into the case of language anxiety in the 7th grade of SMP Negeri 3 Muara Bungo, specifically anxiety in learning English. Therefore, the study case approach allowed the writer to study particular students in an attempt to understand the case of language anxiety.

To obtain the data, the writer used two techniques of data collection. Since the study is a case study, therefore the writer use in-depth interview technique as the primary technique and then it is followed by classroom observation for a validity check.

The process of data analysis fell into three major phases following the framework of qualitative analysis developed by Miles and Huberman: data reduction, data display, and conclusion drawing and verification. reducing the data, the writer chose which aspects of the data that appeared in the interview transcriptions and field notes, should be emphasized, minimized, or set aside completely for the purposes of the research. Further, the writer put

code on each meaningful unit based on the list of codes (table 1).

Table 1. List Of Codes

Factors Contribute to Anxiety	Codes
AF: Factors from teacher	AF-T
AF: Teachers' personality	AF-TP
AF: Speaking in front of the class	AF-TSP
AF: Incomprehensible Input	AF-TII
AF: Factors from students	AF-S
AF: Ridiculed by peers	AF-SR
AF: Beliefs about English	AF-SB
English is difficult	AF-SB/DF
Low self-esteem	AF-SB/LO
AF: Lack of preparation	AF-SLK

FINDING AND DISCUSSION

The data were gathered through structured interview with the participants who considered to be anxious in English class and classroom observation. The table below is a data display compiled from the interview. It shows what factors that might contribute to the students' anxiety.

Table 2. Factors Contribute to Anxiety

Inter view	Participants Answers/Factors Contribute to Anxiety [AF]
1 st	Unclear explanation [AF-TII], asked to speak in front of the class [AF-TSP], explain mostly in English [AF-TII], ridiculed by peers [AF-SR], limited vocabulary [AF-SB/LO], studying less [AF-SLK], asked by the teacher [AF-TSP], unannounced test [AF-TP], threatening attitude [AF-TP],
2 th	Asked by the teacher [AF-TSP], unclear explanation [AF-TII], ignored by the teacher [AF-TP], getting left behind [AF-TII], studying less [AF-SLK], do not understand what teacher said [AF-TII], the teacher mostly using English [AF-TII], ridiculed by peers [AF-SR], the way teacher acts and behave [AF-TP],
3 th	Being called by the teacher [AF-TSP], asked by the teacher to speak in front of the class [AF-TSP], having turn to speak [AF-TSP], unclear explanation [AF-TII], ridiculed by peers [AF-SR],

Inter view	Participants Answers/Factors Contribute to Anxiety [AF]
4 th	English is difficult [AF-SB/DF], do not understand what teacher said [AF-TII], explain too fast [AF-TII], speak in front of the class [AF-TSP], ridiculed by peers [AF-SR],
5 th	Ridiculed by peers [AF-SR], asked to speak in front of the class [AF-TSP], limited vocabulary [AF-SB/LO], English is difficult [AF-SB/DF],
6 th	Unclear explanation [AF-TII], asked to speak in front of the class [AF-TSP], ridiculed by peers [AF-SR], studying less [AF-SLK], English is difficult [AF-SB/DF], feel other students are better [AF-SB/LO], explain too fast [AF-TII],
7 th	English is difficult [AF-SB/DF], speak in front of the class [AF-TSP], ridiculed by peers [AF-SR],
8 th	Being called by the teacher [AF-TSP], asked to practice [AF-TSP], do not understand what teacher said [AF-TII], ridiculed by peers [AF-SR],
9 th	English is difficult [AF-SB/DF], do not understand what teacher said [AF-TII], ridiculed by peers [AF-SR],
10 th	Suddenly asked by the teacher [AF-TSP], unclear explanation [AF-TII], fear of being ridiculed by others [AF-SR], feel other students are better [AF-SB/LO], limited vocabulary [AF-SB/LO], English is difficult [AF-SB/DF], threatening attitude [AF-TP],
11 th	Unclear explanation [AF-TII], explain too fast [AF-TII], getting left behind [AF-TII], speak in front of the class [AF-TSP], ridiculed by peers [AF-SR],

Based on the table 2, it shows that unclear explanation and speaking activities were the aspects that bothered the participants most about English class. They also spoke of their fear of making mistake and being ridiculed by peers. Further/then, when asked why feel so anxious, the participants responded that they feel anxious when do not understand what teacher said and do not prepare enough. Again, they also

spoke fear of being ridicule by peers so they became anxious. Moreover, they thought that they feel anxious because only had limited vocabulary and grammar knowledge. They also felt that other students are better than them.

While asked how people react if someone make a mistake, they all responded that their peers will laughed. The writer also examined the participants' beliefs about English language. Most of the participants also admitted that English was difficult. They thought that they need to know every word to understand what being said in English. They also thought that other students were better than them.

Further, the participants also asked how teacher influenced their feelings. They responded that the teacher can generate anxiety by the way they act and behave such as harsh and threatening method, spoke too much fast, and forced them to practice. Last, the participants suggested that the teacher should teach more slowly and comprehensible by using English moderately. They also wanted the teacher to encourage them and not forced them to practice. Moreover, they argued that a group learning and an extra time to absorb the lesson would be very helpful.

And the table 3 is a data display compiled from classroom observation. it shows that students might feel anxious at some situations. Students were mostly anxious in speaking activities such as speaking in front of the class, being called on by the teacher or waiting turn to speak. They also worried about grammatical and pronunciation mistake.

It also revealed that students often laughed at student who made a mistake. Some students appeared to

be anxious when their peers ridiculed them. Further, it also appeared that students might feel anxious when the teacher delivered a lesson. They began to feel uneasy when not understand the lesson.

Table 3. Factors Contribute to Anxiety

Factors contribute to Anxiety [AF]	Signs
Speaking activities: speaking in front of the class [AF-TSP], being called on by teacher or waiting turn [AF-TSP], did not know how to answer teacher's question [AF-TSP], worried about grammatical mistake worned about pronunciation [AF-SB/LO]	Avoidance; lack of eye contact, pretend to be busy by reading a book or writing a not, refuse teachers instruction to practice physical; fidgeting, stuttering, stammering, lowering the voice, speak too much fast and sweating.
Ridiculed by others [AF-SR]	Physical; Lose focus, fidgeting, lowering the voice, squirming, stammering, stuttering, jittering, and sweating or smiling, laughing to cover anxiousness
When teacher deliver a lesson: incomprehensible input [AF-TII], teacher speak too much fast [AF-TII], fear of getting left behind [AF-TII].	Avoidance; showing carelessness, lack of eye contact, chatting with peers, Physical; fidgeting, confusing, worried.

B. DISCUSSION

The findings suggested several factors that possibly contribute to the students' anxiety in their English class. It also indicated that those factors were not only come from teacher but also the students. Based on the findings, the factors that contribute to anxiety could be classified as follows:

Factors Contribute to Anxiety comes from Teacher

a. Sepaking in front of the class

Most of the participants responded that they were very concerned about having to speak in front of the class. They frequently answered that they started to worry when their teacher asked them to practice their speaking in front of the class. While the other said that they started to panic when have to speak English. Many also commented that they get anxious when suddenly teacher asked them a question. One student reported that just simply being called on can produce anxiety.

Moreover, some of the participants confessed that they felt uneasy because all the students pay attention to them. They fear of being negatively evaluated by both teacher and peers which can expose their inadequacies. Furthermore, they thought it might happen because of their limited vocabulary and grammatical knowledge.

During observation it also found that students appeared to be anxious when speaking in front of others. Some of them lowered their voices or read faster to avoid the teacher correction. While several other were likely to avoid their teacher by pretended to be busy writing a note or read a book. Few even refuse the teacher's instruction to practice their speaking skill in front of the class in an effort to avoid humiliation or embarrassment of being called to speak.

Similar result was found by lizuka (2010) that students experienced anxiety in some contexts. One of the contexts is speaking in front of the class. These finding is also consistent with Koch and Terrel, as cited in Oxford (1999) that oral presentation is the most anxiety producing activities. He added that being called on to respond orally was also anxiety producing. Horwitz et al. (1986) also noted that

students are very self-conscious about speaking foreign language in front of others students, those feeling often lead to fear or even panic. Moreover, according to them difficulty in speaking in dyads or groups or in public are all manifestations of communication apprehension.

b. Incomprehensible input

According to the participants, unclear explanation may also contribute to their anxiety in learning English. The interview indicated that most of the participants get so bothered when they don't understand a lesson. They told that they started to feel uneasy when they don't understand what teacher said. Some of them added that they fear they would not understand all the language input which simply increased the probability of their failure.

Many complained that the teacher spoke too much fast. In addition, other also felt that the English class moved so quickly. Several other participants reported that they often feel intimidated when the teacher only using English when giving a lesson. One replied that he got so annoyed when he didn't understand a lesson. The other one also admitted that an extra time would be very helpful for him to digest the lesson.

Moreover, the result of the observation revealed that some students looked confused when the teacher gave a lesson. A few even showed carelessness by chatting with their friend next to them or drawing something maybe to reduce their anxiousness.

According to Horwitz et al. (1986) difficulty in listening to or learning a spoken message are manifestations of communication apprehension. Worde (2003) also

noted that incomprehension provoked considerable amount of anxiety. Moreover, similar result was found by Lizuka (2010) that difficulty in following teachers' talk lead to anxiety.

c. Teachers' personality and attitude

The two previous factors discussed, speaking in front of the class and incomprehensible input, both indicated that it was clear teacher had played significant role in the amount of anxiety. However, other factors mentioned by the participants were also appeared to be generated by teacher.

Some participants reported that they got anxious when teacher overly criticized students' mistake. It made them feel very intimidated. They also commented that they started to feel uncomfortable or worried when suddenly the teacher gave them a quiz or a test. Furthermore, they suggested that teacher should show their empathy and encouragement to their students.

Few other students complained that the teacher sometimes showing apathetic attitude. One told his experience that one day he asked about a lesson but the teacher just ignored him. The teacher ordered him to ask his friend instead of answer the question. The other one told similar story. The teacher didn't want to repeat the explanation. He added the teacher accused him didn't hear the explanation so the teacher refused to repeat.

Price (1991) noted that some teachers had increased students' anxiety. These findings were also consistent with Oxford (1999) who classified the most important teacher-learner interaction related to language anxiety into three issues such as harsh correction, ridicule,

and the uncomfortable handling of mistake in front of a class. Similar results were found by Worde (2003) that some pedagogical and instructional practices brought by the teacher can lead to anxiety.

Factors Contribute to Anxiety comes from Students

a. Being laughed at by others

Another factor that play great role in contributing the participants into anxious feeling is unsupportive manner such as ridicule by peers or teacher. They all thought that people in their classroom will laugh at them if they make a mistake. In other words they all were very concerned about being laughed at by others or making fool of themselves in public.

Moreover, some of them had painful memories of being ridiculed by other students. They admitted that their peers often ridiculed or even sometimes shouted at them if they make a mistake. It just simply makes them lose their focus and feel so embarrassed. This finding also indicated that is why they get so nervous when had to speak in front of the class.

In addition, this finding is supported by the result of observation that indeed most students were likely to laughed at their peers when he or she made a mistake. The worst thing was the students who made mistake just started to lose their focus. Their mind went blank and remained silent for a moment. They fidgeting, squirming, stammering or stuttering. They looked so disturbed, worried and even sweating. While some of them just smiled or also laughed to cover their anxious feeling.

Similar result was found by Price (1991) that fear of being laughed at by other as one of the greatest sources of anxiety. Moreover, this finding is also

consistent with Oxford (1999), he noted that ridicule is one of the most important issue related to language anxiety.

b. Students' beliefs about the language learning

Certain beliefs were also found as factor that may contribute to students' anxiety. The interview revealed that English has gained reputation as notorious lesson. Many of the participants felt that English was a difficult subject. They often think that they just cannot speak correctly or understand the lesson. They also felt less competent than other students. They kept thinking that other students were way better than them. In other words they had a low self esteem.

Furthermore, some of them replied that they felt overwhelmed by the language rules. While several others admitted they had a problem with their vocabulary. They believed that in order to understand what being said in English they must understand every word.

Moreover, during observation it also revealed that students were too afraid to become active in their classroom. Most students were passive. They preferred to wait for the teachers, just followed, and did whatever the teacher told them to do.

These findings were consistent with Horwitz et al. (1986) that certain beliefs about language learning also contribute to the students' tension and frustration in the classroom. In addition, Price (1991) found that anxious students believed their language skill were weaker than any other students. He added that unsuccessful language learner often have lower self-esteem than successful language learner. Similar result was found by Marwan (2007)

that lack of confidence is one of the primary causes of students' anxiety.

c. Lack of preparation

The findings indicated that lack of preparation was also factors that contribute to the students' anxiety. Few admitted that they usually get very anxious when they didn't prepare enough for test or speaking practice. One blamed himself for get so much worried because he was studying less. Similar result was found by Marwan (2007) that lack of preparation was the major contributor of students' anxiety. In addition, Lizuka (2010) also found that participating in class without enough preparation often lead to anxiety.

CONCLUSION

While other studies of foreign language anxiety focus on either both college or high school level, this present study focus on junior secondary school level and shows clear and convincing evidence of the causes of students' anxiety in learning English. According to the students, there are various factors that may contribute to their anxiety. There are at least six factors which are found in this study, they are: speaking in front of the class, being laughed at by others, incomprehensible input, teacher, students' beliefs, lack of preparation. The sources of these factors are not only from the teacher but also from the students. Moreover, those factors were discussed in this study, which deepened our understanding of foreign language anxiety.

The experiences of the students provide a great deal of information about students' anxiety in learning English. They offer insights on what may contribute to their anxiety as well as what teacher can do to reduce that anxiety. In other

words students can provide valuable information about their anxiety in learning English. Therefore, it is important to use their insights to create a more relaxing environment.

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