A Study of Adolescents' Anxiety and Achievement in English as a Foreign Language

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ABSTRACT

The purpose of this study was to determine the anxiety of adolescents, especially in Mardi Yuana Junior High School students, Serang City, and their achievements in the process of learning English as a foreign language in foreign language classes. This research is qualitative research with a descriptive approach through questionnaire observations, interviews, and documentation. The results of this study indicate that 2 students feel anxious with a percentage of 5.88%, 20 students feel mildly anxious with a percentage of 58.82%, 12 students feel relaxed with a percentage of 35.29%, 0 students feel relaxed/very relaxed with a percentage of 0%. So it could be concluded that the factors that could affect the students' anxiety in learning English as a foreign language are internal and external. Internal factors include perception, personality, and intelligence. While external factors include motivation, classroom environment, and cognitive. In terms of what hinders students' success in learning English as a foreign language, students' anxiety about receiving a poor grade, their fear of making errors and being teased by their peers, and their reluctance to study more about foreign language acquisition are the main factors. Therefore, anxiety in learning English should at least motivate students, especially in their teens so that they can learn foreign languages well.

Keyword: Foreign language anxiety, Achievement, Adolescents'

INTRODUCTION

Foreign languages are also languages that are not used in their homeland or country of origin, such as native Indonesian speakers living in the United States could be said that English is a foreign language to them. The majority of teens nowadays suffer anxiety, which is brought on by the appearance of being uneasy, scared, concerned, or even apprehensive about doing anything. So that makes them not confident. According to (Surya, 2007) "Confidence is an attitude of mental optimism from the child's ability to solved everything and the ability to make all adjustments to the situation at hand", and this could affect the language learning process of each individual because this is a very influential aspect in shaping the personality and behavior of adolescents in achieving the achievements they have achieved. Language anxiety is one of the problems in learning foreign languages. Hypothesis (Khrashen's, 1982) says about an effective filter. "Learning a language in an inappropriate affective state would have a mental barrier, and this prevents them from making full use of the input for further

language acquisition." So anxiety obstructs language mastery which is difficult for adolescents to accept which then makes language acquisition failed or there is no progress. They feel that learning a foreign language is very difficult to understand, even though learning a foreign language could be influence teenagers because English has become a part of teenagers' lives today.

According to (Wiramihardja, 2021) "Anxiety is a general feeling, where a person feels afraid or loses self-confidence without any clear origin or form. There are the problem in this research is to determine adolescents anxiety about learning English as a foreign language as a foreign language and how the influence of their achievement in the field of foreign language learning. In motivating speaking English by saying good things and support. In avoiding the anxiety of junior high school adolescents by practicing "practice make perfect" drilling and habituation that makes junior high school adolescents more confident.

According to research (Macintyre & Gardner, 1991), Anxiety could be defined from three aspects, namely, the nature of anxiety, state anxiety, and certain situation anxiety. Horwitz reports that anxiety is related to teacher-student interactions. In general, it could be believed that rigorous methods of correcting student errors cause

anxiety. Also, when students make mistakes, answer wrongly and see or make noise in front of their peers, they would always report their anxiety. They also expressed concern about how to spot errors in the language classroom. Refractive anxiety stems from one aspect of language testing.

It includes background, objectives, and literature reviews/theoretical construct the research. The introduction section ends with an emphasis on items to be discussed. It is without subsection, 2-3 pages). Introduction section is essentially starts what you are discussing, what is the issue, why this issue is important, and how you address this issue.

METHOD

This research uses a qualitative descriptive approach, with data collection techniques, namely using interviews with students and teachers of English subjects. Interviews were conducted in-depth and unstructured to research subjects with guidelines that have been made. Then, The writer used a documentation technique in which the author includes the results of a voice recording when interviewing an English teacher at Mardi Yuana Junior High School, Serang City. Then the writer also distributed questionnaires to teenage students via google forms. Questionnaires

are used to obtain specific information. In this study, a questionnaire survey was conducted to find out what actually occurred, namely that when asked to speak in front of the class or when the teacher asked, students would feel anxious, speak awkwardly, worry about speaking in class using English, forget English words, and struggle to correct tenses.

Questionnaires are used to obtain specific information. Data were collected from students and Foreign Language Classroom Anxiety Scale (FLCAS) Horwitz et al. (1986) has been used in research to measure anxiety levels. To answer the research question, namely to determine the level of anxiety of most students when learning English as a foreign language, FLCAS is the main tool to obtain data. Used a Likert scale, ranging from 1 to 4 or 4 to 1 point, depending on whether the statement is positive or negative. There are two types of statements in this FLCAS, positive statements, and negative statements. The score range for positive statements is 1-4 and the score range for negative statements is 4-1. Positive statements are found in questions 2, 5, 8, 11, 14, 18, 22, 25, 28, 32. Negative statements in questions number 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 26, 27, 29, 30, 31, 33. The data is calculated with a score of 33-165.

It embraces methods/methodology and findings/results. Methods/Methodology section explains in concise how you develop your research method to resolve the issue you bring
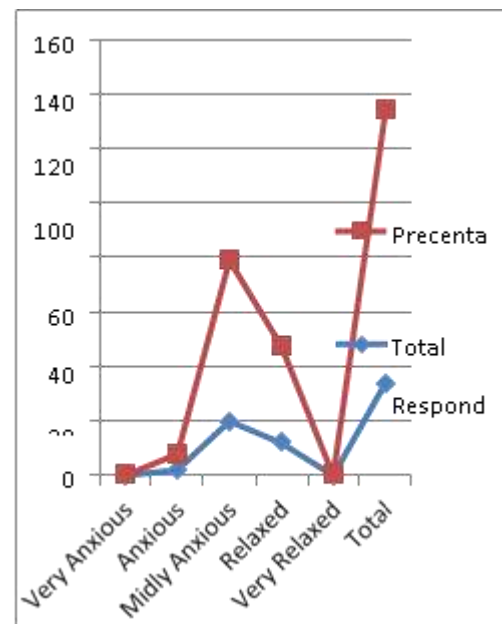
DISCUSSION

From the results of student learning achievements, the writer describe based on the individual scores of several students who the authors have analyzed when they feel anxious in learning English in foreign language classes, and from the distribution of questionnaire results that support that they will feel anxious if their achievements do not match with what to expect. Student achievement could be influenced by students' motivation in learning as described by (William and Burden), defining it as human motivation to learn something. This motivation relates to physiological needs that are met in the first few years of learning, and what kind of rewards or reinforcement is given to students.

Students also struggle with controlling their confidence, and they are terrified of the teacher giving them instructions to answer questions without them having prepared the answers. They also struggle with translating sentences, as well as applying the formula, which causes them to feel excessive anxiety. Compose sentences in English, and are afraid of

being wrong in using the correct sentences, and there are still many students who have not mastered the vocabulary. The students also feel anxious if they are very confident in answering the speaking test questions in English but they get a disappointing score.

Level Anxiety	Total Responden	Percentage
Very Anxious	0	0%
Anxious	2	5.88%
Mildly Anxious	20	58.82%
Relaxed	12	35.29%
Very Relaxed	0	0%
Total	**34**	**100%**

From the results of the questionnaire in Table above, 2 students feel anxious with a percentage of 5.88%, 20 students feel mildly anxious with a percentage of 58.82%, 12 students feel relaxed with a percentage of 35.29%, 0 students feel relaxed/ very relaxed with a percentage of 0%.

Responses	Level of anxiety	Achievement Score
Student 1	Mildly Anxious	50
Student 2	Mildly Anxious	40
Student 3	Mildly Anxious	40
Student 4	Mildly Anxious	30
Student 5	Mildly Anxoius	50
Student 6	Anxious	60
Student 7	Mildly Anxious	50

Based on the questions and statements from the speakers and participants above, some of the students answered that English is very important because when they meet foreigners they

could communicate with foreigners. Besides that, English is also important in terms of education because by learning a foreign language they could introduce culture to foreign tourists, as well as some of them think that English in every job in the company at the time of job interviews now uses English because English is needed in the national and international arena.

The students believe that their lack of focus and their trouble writing English words are further factors that might hinder their ability to learn the language. They also feel ashamed to approach the teacher if they feel they have questions about the material they are studying. In progress, low self-confidence also makes it difficult for them to accept learning English in class.

written test or oral test, and get scores that do not match their expectations. Therefore, the weakness of this study is the lack of direct interaction with students at Mardi Yuana High School Serang City. Then the advantages in this study are sensitivity to every symptom that exists in the object of research (social situations), being able to explore data sources with interviews and triangulation in- depth interviews, as well as other sources that can support research results.

It summarizes to your new findings based on the research. It may state the strengths and weaknesses of your methodology. It may also specify the room for future improvement.

CONCLUSION

This research was identified that several factors influence the students' anxiety, where these students feel less confident and afraid if they make mistakes in their English class, including lack of vocabulary mastery, and identified that several factors can affect student achievement in learning English as a foreign language, namely: some students in junior high school will feel disappointed if they are very confident in answering the

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