

Vocational High School's Students Motivation and Anxiety in Learning English at EFL Context

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ABSTRACT

English is difficult to study by foreign language students especially Vocational High School's students because English has its own language structure which is different with Bahasa Indonesia's language structure which is more complicated. As a result, students are not interested in learning English and they have anxieties in learning English. For example, feeling afraid of negative feedbacks of their participation in English class, feeling anxiety towards the, communication during English class, feeling terrified towards assessment in English class [1]. However, not at all students only have anxieties, some students also have motivation to learn English. There are two kinds of motivation, which are intrinsic and extrinsic. In this research, the writer uses descriptive qualitative method. The subject of this study was the first-grade students of SMK Negeri 4 Malang which consist of 35 students from X DG E class. The writer used two instruments which were questionnaire and interview for 4 selected students. The result of the questionnaire showed that the students intrinsic and extrinsic motivation was "high" with variable mean was 2.910. It was supported the result of interview; they intrinsically feel happy to learn English and they extrinsically learn English to pass the exam. Meanwhile, the finding of this research showed that the students' anxiety was "low" with the variable mean was 2.427. It was supported the result of interview, that they do not feel anxious towards English class. Therefore, it suggests the students to maintain their motivation and eliminate anxiety in order to improve the students' achievement in learning English.

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1. Research Background

English is difficult to study by students especially EFL students. EFL students may have difficulties in learning English because English has its own language structure which is different with Bahasa Indonesia's language structure. It is more complicated. It is supported by [2] who stated that language is more than a communication code whose grammar rules and vocabulary can be taught very much the same

way as many school subjects. It means that English is hard to be learned by students because there are some skills that they should master. The teaching of English is focused on the ability of learners to be capable of mastering the four language skills, namely: listening speaking, reading, and writing [3]. If they have difficulties in learning English, as a result, students are not interested in learning English and they have anxieties in learning English. [4] stated that anxiety in the classroom is mostly recognized as a negative factor that lowers the learner's proficiency because they have difficulty in thinking clearly under the anxious moment. There are many anxieties that faced by EFL students during learning English. For example, feeling afraid of negative feedbacks of their participation in English class, feeling anxiety towards the communication during English class, feeling terrified towards assessment in English class, and feeling anxiety towards English class [1]. These factors can make them get low achievement in English subject and make them uninterested to learn English.

However, not all EFL students only have anxieties, some students also have motivation to learn English. They have motivation because they try to know more about English. It is because motivation can influence students' success in learning English. [5] stated that motivation in learning a foreign or second language (FL/L2), among affective factors, plays an important role in education. It is supported by [6] that stated the motivation of students is one of most important factors influencing success or failure in learning the language. There are two kinds of motivation, which are intrinsic and extrinsic. Intrinsic motivation comes from within individual and extrinsic motivation is the result of any number of outside factors [7]. Therefore, these two kinds of motivation are very important that can influence the success of learning English.

Based on all those aspects, the writer chooses Vocational High School students as the subject. In Indonesia, students graduate from junior high schools, they basically have two choices for further education at this level. They can choose to enter a regular senior high school system or a vocational high school system. No matter what system they choose, they have to learn English in school. Whether they are in the academic or vocational track, if they want to enter a desirable university, they must take an entrance examination to achieve their goal. Since English is one of the major obligatory subjects, they need to get high scores on English so that they may enter their ideal university. According to [8], most students choosing to enter the vocational high school system tended not to have very good English proficiency in junior high school, many students grew up in families of low socioeconomic status and lacked opportunities to practice English after school. [9] also indicated that "vocational high school students seldom achieved academic excellence when they were in the middle school". Therefore, the writer chooses SMK Negeri 4 Malang as the subject of the research.

To sum up, in this research the writer only focuses on finding how is the motivation and anxiety of the first students' of SMK Negeri 4 Malang.

2. Methods

In this research, the writer used mixed method, combining quantitative and qualitative method (priority to the major form of quantitative data collection and secondary status to the supportive form of qualitative data collection as additional to the primary form). The quantitative data was the result of questionnaire that was analyzed quantitatively. Meanwhile, qualitative data was the result of interview that was described qualitatively.

The writer used two kinds of data which are the result of students' motivation and anxiety questionnaire and the result of interview. Meanwhile, the questionnaire contained two points which are students' motivation and anxiety. The questionnaire was in the form of written paper. Meanwhile the writer interviews some students in order to get more information about students' motivation and anxiety in learning English. The writer interviewed 4 selected students who consist of 4 categories. The categories of students were according to the score of students' motivation and anxiety. The students' categories were:

1. Student who had high motivation and anxiety (S10)
2. Student who had high motivation and low anxiety (S33)
3. Student who had low motivation and high anxiety (S30)
4. Student who had low motivation and low anxiety (S28)

In data collection procedure, there were some steps that the writer will do. First, the writer prepared the questionnaire as well as making the schedule to distribute it to the students. Then, the writer asked students

to fill the questionnaire. The writer collected the data students' motivation and anxiety in learning English. The next step was analyzing the data. Finally, the result of the how are students' motivation and anxiety in learning English was obtained. After the data was obtained, the writer also interviewed the students to get further information regarding students' motivation and anxiety in learning English. The writer distribute questionnaire that contained 20 questions about intrinsic and extrinsic motivation in learning English and 33 questions items about students' anxiety. The questionnaire of motivation was adapted [11]. The second questionnaire was adapted from [1] which was anxiety.

In this research, the method of collecting the data was done by distributing the instrument which was students' motivation and anxiety in learning English questionnaire and interview. First, the writer prepared the questionnaire. The writer did preparation regarding the instruments. The students filled questionnaires when the students were having an English class as the writer would schedule. It took 15 to 20 minutes for the students to fill in the questionnaires. They were first-grade students. Moreover, they all learned English as their subject in the school, so it made them become proper respondents for the data collection. After obtaining the data, it was analyzed to get the result of questionnaire. From the result of the questionnaire, the writer interviewed the selected students in order to get further information about students' motivation and anxiety in learning English.

In data analysis, the writer examined the scores of the students' motivation and anxiety in learning English questionnaire. The questionnaire had 4 options which were *Strongly Agree (SA)*, *Agree (A)*, *Disagree (D)*, and *Strongly Disagree (SD)*, while the scoring system of the questionnaire were SA = 4, A = 3, D = 2, and SD = 1. In this data analysis, the data gained from the questionnaire were processed, computed, and analyzed by using descriptive statistic. In order to calculate the results of questionnaire, the writer used means score. Next, the writer described the result of interview about student's motivation and anxiety in learning English.

3. Results

The purpose of the research of the research to find out how is students' motivation and anxiety in learning English. Therefore, the writer present the findings refers to purpose the of the study.

1. The Finding of Students' Motivation In learning English

The result of the students' motivation in learning English questionnaire and interview are described into two parts according to the students' intrinsic and extrinsic motivation in learning English.

1. Students' Intrinsic Motivation in Learning English.

The result of students' intrinsic motivation can be described as follow:

Table 4.1 The Result of Students' Intrinsic Motivation

Variable	Statement Number	Question on the questionnaire	Mean	Categories
Intrinsic Motivation	14	I would like to try to use the English which I have learned.	3.171	High
	17	It's cool to be able to speak English	3.800	Very High
	1	I really enjoy learning English.	3.257	High
	11	I study English because I could lose confidence if I am bad at English.	3.229	High
	16	Learning English is a challenge that I enjoy.	3.086	High

	8	I always look forward to the day when we have English class.	2.686	High
	12	Learning English is hobby for me.	2.400	Low
	19	I enjoy reading English books, articles, newspapers and magazines.	2.257	Low
	15	I enjoy hearing English programs on the radio.	2.229	Low

From the table, it can be concluded that the intrinsic motivation of the students' X DG E class was high which it can be seen from the table. The highest mean score was 3.800 which is in statement number 17. Predominantly, the students intrinsically learn English because they thought that it was cool to be able to speak English. However, from the result of interview showed that they learn English because they feel happy to learn English.

2. Students' Extrinsic Motivation in Learning English

The result of students' intrinsic motivation can be described as follow:

Table 4.2 The Result of Students' Extrinsic Motivation

Variable	Statement Number	Question on the questionnaire	Mean	Categories
Extrinsic Motivation	13	I study English because teachers tell me to study English hard.	2.657	High
	9	I study English because my parents tell me to study English hard.	2.686	High
	4	Everyone studies English so I also do it.	2.400	Low
	5	I study English because it is required.	2.886	High
	2	I study English to pass examinations.	3.286	Very High
	3	I am studying English for a future job.	3.143	High
	10	I am studying English to get a good job.	3.229	High
	6	Studying English makes it easier to find a job.	3.143	High
	7	I would like to have a job in which I use English.	2.686	High
	20	My parents praise me when I become proficient in English.	2.857	High
	18	Teachers praise me when I become proficient in English.	2.971	High

From the table, it can be concluded that extrinsic motivation of students' X DG E class was high which it can be seen from the table. The highest mean score was 3.286 which was in the statement number 2. Predominantly, the students extrinsically learn English in order to pass the examinations. It was supported with the result of interview which 2 students said that they learn English to pass the exam.

2. The Finding of Students' Anxiety In learning English

The result of the students' motivation in learning English questionnaire are described into four parts according to the sources of students' anxiety in learning English.

1. Negative Evaluation

The result of negative evaluation can be described as follow:

Table 4.3 The Result of Negative Evaluation

Variable	Statement Number	Question on the questionnaire	Mean	Categories
Negative Evaluation	23	I tremble when I know that I'm going to be called on in English class.	2.371	Low
	27	I keep thinking that the other students are better at English than I am.	2.200	Low
	33	It embarrasses me to volunteer answers in my English class.	2.514	High
	35	I get upset when I don't understand what the teacher is correcting.	1.971	Low
	40	I can feel my heart pounding when I'm going to be called on in English class.	2.629	High
	43	I always feel that the other students speak English better than I do.	2.057	Low
	45	English class moves so quickly I worry about getting left behind.	2.314	Low
	51	I am afraid that the other students will laugh at me when I speak English.	2.457	Low
	53	I get nervous when the English teacher asks questions which I haven't prepared in advance.	2.086	Low

From the table, it can be concluded that students' negative evaluation of X DG E class was low which it can be seen from the table. The highest mean score was 2.629 which was in the statement number 40. Predominantly the students can feel my heart pounding when they are going to be called on in English class. It was supported with the result of interview which one student said that he is afraid to be called in English class.

2. Communication Apprehension

The result of communication apprehension can be described as follow:

Table 4.4 The Result of Communication Apprehension

Variable	Statement Number	Question on the questionnaire	Mean	Categories
Communication Apprehension	21	I never feel quite sure of myself when I am	2.143	Low

		speaking in my foreign English class.		
	29	I don't worry about making mistakes in English class.	2.029	Low
	34	I would not be nervous speaking English with native speakers.	2.457	Low
	38	I feel confident when I speak in English class.	2.571	High
	44	I feel very self-conscious about speaking English in front of other students.	2.371	Low
	47	I get nervous and confused when I am speaking in my English class.	2.400	Low
	49	I get nervous when I don't understand every English' words teacher says.	2.314	Low
	52	I would probably feel comfortable around native speakers of English language.	2.714	High

For the table, it can be concluded that students' communication apprehension of X DG E class was low which it can be seen from the table. The highest mean score was 2.714 which was in the statement number 52. They would probably feel comfortable around native speakers of English language. Meanwhile, from the result of interview, students are afraid to make mistake in English class.

3. Fear of Test

The result of fear of test can be describe as follow:

Table 4.5 The Result of Fear of Test

Variable	Questionnaire Number	Question on the questionnaire	Mean	Categories
Fear of Tests	22	I don't worry about making mistakes in English class.	2.286	Low
	28	I am usually at ease during tests in my English class.	2.686	High
	30	I worry about the consequences of failing my English class.	2.200	Low
	39	I am afraid that my English teacher is ready to correct every mistake I make.	2.600	High
	41	The more I study for English test, the more confused I get.	2.857	High

From the table, it can be concluded that students' fear of test of X DG E class was high which it can be seen from the table. The mean highest mean score was 2.857 which was in the statement number 41. The more they study for English test, the more confused they get. Meanwhile, from the result of interview, the students are afraid of making many mistakes and teacher will correct them.

4. English Class Anxiety

The result of English class anxiety can be described as follow:

Table 4.6 The Result of English Class Anxiety

Variable	Questionnaire Number	Question on the questionnaire	Mean	Categories
English Class Anxiety	24	It frightens me when I don't understand what the teacher is saying in the English language.	2.114	Low
	26	During English class, I find myself thinking about things that have nothing to do with the course.	2.457	Low
	25	It wouldn't bother me at all to take more foreign language classes.	2.629	High
	31	I don't understand why some people get so upset over English classes.	2.171	Low
	32	In English class, I can get so nervous I forget things I know.	2.000	Low
	36	Even if I am well prepared for English class, I feel anxious about it.	2.314	Low
	37	I often feel like not going to my English class.	3.371	High
	42	I don't feel pressure to prepare very well for English class.	2.743	High
	46	I feel more tense and nervous in my English class than in my other classes.	2.771	High
	28	When I'm on my way to English class, I feel very sure and relaxed.	2.686	High
	30	I feel overwhelmed by the number of rules you have to learn to speak English.	2.200	Low

From the table, it can be concluded that students' English class anxiety of X DG E class was high which it can be seen from the table. The mean highest mean score was 2.771 which was in the statement number 46. They feel more tense and nervous in their English class than in their other classes. However, the result of interview showed that the students do not feel anxious towards English class.

4. Discussion

The discussion of this study is presented based the research findings. This discussion also provides the comparison and further explanation regarding related theories and previous studies that the writer used. The writer presents the discussion based on the research problems, so it is elaborated in the two sections as follow:

1. Students' Motivation in Learning English

According to Takashi (2018), the most popular theoretical concept of motivation categories it into intrinsic and extrinsic motivation. According to the research finding, the students intrinsic and extrinsic motivation was "high" with variable mean was 2.910 (see appendix 10). Therefore, the students of X DG E class had high motivation whether it was intrinsic and extrinsic motivation. Predominantly, they learn English extrinsically because they want to pass examinations. It was proved by the result showed that mean score was 3.286 (see appendix 10). It was categorized as "very high". It was supported by Wilkins (as cited in Kinanti, 2016), he stated that a learner is extrinsically motivated when he or she wants to learn language in order to pass examination. From the result of interview, two students (S28 and S30) said that they learn English to pass the exam. Meanwhile, they learn English intrinsically because they think that it's cool to be able to speak English. It was proved by the result showed that mean score was 3.800 (see appendix 10). It was categorized as "very high". It means that they lean English because they were interested to be able to speak English. It was supported by Kinanti (2016), she said that intrinsic motivation is kind of motivation that encourage students to learn English because they loved and interested in it.

Comparing with the previous study, the previous study only focusses on finding whether the 9th grade students of SMP POPKRI 1 Yogyakarta have intrinsic motivation in learning English or not. The result showed that the students had intrinsic motivation in learning English because the mean was higher than 84 (intrinsic motivation index). It means that the result of previous study and the present study showed the high intrinsic motivation. However, the subject of the research was different. The subject of this study was the first grade of SMK Negeri 4 Malang. The research design was also different. The previous study used quantitative research design which was survey study as the method. Meanwhile, the present study used descriptive qualitative research design.

Other difference was the used of instrument. The previous study used 30 statements that were related to intrinsic motivation. The statement was taken from Gardner, et al' motivation test. Meanwhile, the present study used 20 statements that consist of 9 intrinsic motivation statements and 11 extrinsic motivation statements.

2. Students' Anxiety in Learning English

According to Horwitz et al (as cited in Putri, 2014) there are componential sources, especially related with learners perform in the classroom. It was negative evaluation, communication apprehension, fear of test, and English class anxiety. Based on this research, the finding of this research showed that the students' anxiety was "low" with the variable mean was 2.427 (see appendix 10). Thus, the students' anxiety of X DG E was low. MacIntyre (as cited in Tsai et al, 2013) stated that learners may show different anxiety-related behaviors and reactions unique to the foreign language classroom setting, such as, trying to avoid difficult linguistic structures, getting nervous during learning activities, an unwillingness to volunteer answers and participate in oral activities, coming unprepared to class, avoiding speaking the target foreign language in class, and being less willing to communicate and express themselves compared to more relaxed learners. In this research, the result of students' negative evaluation showed that the statement of *I get upset when I don't understand what the teacher is correcting* was the lowest mean score which was 1.971 (see appendix 10). It means that they do not get upset when they do not understand what the teacher is correcting. Meanwhile, the result of students' communication apprehension showed that the statement of *I don't worry about making mistakes in English class* as the lowest mean score (2.029). It means that they feel worry making mistake in English class. From the result of interview, the student (S10) said that he afraid to make mistakes in English class.

Then, the result of students' fear of test showed that the statement of *I worry about the consequences of failing my English class* as the lowest mean score (2.200). It means that predominantly the students do not feel worry about the consequences of failing my English class. The last, the results of students' English

class anxiety showed that the statement of *In English Class, I can get so nervous I forget things I know* as the lowest mean score (2.000). It means that predominantly students do not get so nervous in English class, they can still remember what they know. From the result of interview, two students said that they do not feel anxious about English class.

Compared to the previous study, the previous study that was conducted by Rayani, et al (2016) focused on the students' strategy to reduce their anxiety to speak English and the factor students' anxiety in speaking English. The researcher conclude that strategy used by the 8th grade students of SMPN 1 Tambusai to reduce anxiety in speaking English was positive thinking and factors affecting students' anxiety in speaking English in the classroom because the students' fear to make mistake in speaking English, reading, or pronunciations, difficult to translate in English. Then, the previous study that was conducted by Tsai (2013) which focused on the study on motivation and anxiety of English learning of students at a Taiwan Technical University. And the last result, with respect to varied English language proficiency groups, anxiety only had a slight effect on English learning motivation of the intermediate group. The researcher concluded that the impact that anxiety has on English learning motivation with regard to gender is undeniable, especially for the male group. Then, anxiety has an influence on English learning motivation with respect to the different majors, especially in non-English-majoring group. However, in both the male and female groups, English learning motivation is prone to instrumental motivation. From both previous studies have different focus. The present study that focused on the source of students' anxiety. Moreover, in the present study, the writer didn't categorize the gender of the subject in this research. Therefore, the results were also different.

5. Conclusion

This study was conducted to find out how do the student's motivation and anxiety in learning English among the first' grade students of SMK Negeri 4 Malang. The result of questionnaire showed that the students intrinsic and extrinsic motivation was "high" with variable mean was 2.910. It means that the students of X DG E class have high intrinsic and extrinsic motivation in learning English. Meanwhile, the result of students' anxiety was "low" with the variable mean was 2.427. Predominantly, they learn English extrinsically because they want to pass examinations. It was supported by the result of interview, two students said that they learn English to pass the exam. Meanwhile, they learn English intrinsically because they think that it's cool to be able to speak English. It was proved by the result showed that mean score was 3.800 (see appendix 10). It was categorized as "very high". Based on this research, the finding of this research showed that the students' anxiety was "low" with the variable mean was 2.427. Predominantly, the students do not feel anxious in English class. It was supported by the result of interview that the students do not feel anxious towards English class. Therefore, the students generally had high motivation and low motivation. It can maintain the students' motivation and anxiety in order to improve the students' achievement in learning English.

6. References

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- ## BIOGRAPHIES OF AUTHORS

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