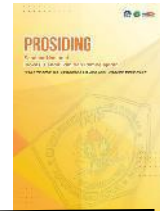




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An Analysis of Grade X Students' Anxiety in Learning English Vocabulary

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abstrak— Penelitian ini bertujuan untuk mengkaji kecemasan yang dialami siswa kelas X dalam mempelajari kosakata bahasa Inggris. Fokus penelitian meliputi bentuk-bentuk kecemasan yang muncul selama proses pembelajaran, faktor-faktor yang memengaruhi timbulnya kecemasan tersebut, serta dampaknya terhadap penguasaan kosakata bahasa Inggris siswa. Selain itu, penelitian ini juga berupaya memberikan pemahaman yang lebih mendalam mengenai pengalaman siswa dalam pembelajaran kosakata sehingga dapat menjadi masukan bagi guru dalam menciptakan suasana belajar yang lebih efektif dan mendukung. Secara khusus, penelitian ini bertujuan untuk mengidentifikasi jenis-jenis kecemasan yang dialami siswa, mengungkap faktor-faktor penyebab kecemasan, serta menganalisis pengaruh kecemasan terhadap kemampuan siswa dalam menguasai kosakata bahasa Inggris. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan melibatkan 25 siswa kelas X dari SMAN 1 Kalitidu dan MA Islahiyah Kalitidu sebagai partisipan. Data penelitian diperoleh melalui teknik wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa sebagian besar siswa mengalami berbagai bentuk kecemasan, seperti rasa gugup, takut melakukan kesalahan, kurang percaya diri, serta kekhawatiran terhadap penilaian negatif dari orang lain saat mempelajari kosakata bahasa Inggris. Kecemasan tersebut dipengaruhi oleh beberapa faktor, di antaranya keterbatasan penguasaan kosakata, kondisi pembelajaran di kelas, strategi pengajaran yang diterapkan guru, serta pengalaman belajar yang pernah dialami siswa sebelumnya.

Kata kunci — kecemasan, kosakata bahasa Inggris, siswa kelas X

Abstract — This study explores the anxiety experienced by tenth-grade students during English vocabulary learning. The research focuses on identifying the forms of anxiety encountered by students, the factors contributing to their anxiety, and the impact of anxiety on their vocabulary mastery. In addition, the study seeks to provide a deeper understanding of students' learning experiences, which may serve as a reference for creating a more effective and supportive learning environment. The study employed a descriptive qualitative approach. The participants consisted of 25 tenth-grade students from SMAN 1 Kalitidu and MA Islahiyah Kalitidu. Data were gathered through interviews, classroom observations, and documentation. The findings revealed that many students experienced nervousness, fear of making mistakes, low self-confidence, and concerns about receiving negative evaluations during English

vocabulary learning activities. These feelings were influenced by several factors, including limited vocabulary knowledge, classroom conditions, teaching strategies used by teachers, and students' previous learning experiences.

Keywords — *anxiety, English vocabulary learning, vocabulary mastery*

INTRODUCTION

Vocabulary is one of the essential components in learning English because it supports students in understanding, expressing, and communicating ideas effectively. Students who possess adequate vocabulary knowledge tend to participate more actively in classroom activities and demonstrate better language performance. Therefore, vocabulary mastery plays a significant role in the development of English language skills.

Despite its importance, learning English vocabulary remains challenging for many students. They often encounter difficulties in memorizing new words, understanding word meanings, using vocabulary appropriately in context, and pronouncing unfamiliar words correctly. These challenges may influence students' confidence and learning performance during classroom activities. In addition, appropriate vocabulary teaching strategies are needed to support students' vocabulary development and encourage active participation in English learning (Sari et al., 2024).

Besides linguistic difficulties, psychological factors also affect students' success in learning English. One of the most influential factors is anxiety. Anxiety refers to feelings of nervousness, worry, or tension that emerge when students face situations they perceive as challenging or threatening. In English language learning, anxiety may prevent students from participating actively and reduce their willingness to communicate in the target language.

Previous studies have indicated that language anxiety is closely related to students' learning experiences and academic achievement. Students who experience high levels of anxiety are more likely to avoid classroom interaction, hesitate to answer

questions, and feel afraid of making mistakes. Furthermore, classroom conditions, teaching practices, and students' perceptions of their own abilities may contribute to the emergence of anxiety during learning activities (Fatmasari et al., 2024).

Although foreign language anxiety has been widely discussed in previous research, studies focusing specifically on anxiety in English vocabulary learning among tenth-grade students remain limited, particularly in the context of schools located in the Kalitidu area. Therefore, this study aims to investigate the types of anxiety experienced by Grade X students in learning English vocabulary, identify the factors contributing to anxiety, and examine its influence on students' vocabulary mastery. The findings are expected to provide useful insights for teachers in creating a supportive learning environment that helps students learn vocabulary more confidently and effectively.

METHOD

To obtain an in depth understanding of students' anxiety during English vocabulary learning, this study employed a qualitative descriptive method. The research involved 53 tenth-grade students from two different schools: SMAN 1 Kalitidu and MA Islahiyah Kalitidu. Among the participants, 31 students were from SMAN 1 Kalitidu, while 22 students were from MA Islahiyah Kalitidu. The participants were intentionally chosen through purposive sampling to ensure their suitability for the aims of the research.

To obtain comprehensive data, several data collection techniques were utilized, namely interviews, observations, and documentation. Interviews provided detailed information about students' experiences and emotional responses when learning English vocabulary. Meanwhile, classroom observations enabled the researcher to examine students' reactions and identify signs of anxiety that emerged during learning activities. Documentation was also reviewed to complement and support the information obtained from the other instruments.

The analysis process followed the interactive data analysis model introduced by Miles, Huberman, and Saldaña (2014). The procedure involved organizing and simplifying the collected information, presenting the data systematically, and interpreting the findings to draw conclusions. To improve the accuracy and credibility of the results, the researcher compared information obtained from different sources and applied multiple data collection techniques as a form of triangulation.

FINDINGS AND DUSCUSSION

1. Types of Anxiety Experienced by Grade X Students in Learning English Vocabulary

The interview and observation data indicated that anxiety was a common experience among students during English vocabulary learning. Feelings of anxiety frequently emerged when students were required to use English orally, pronounce unfamiliar words, respond to teachers' questions, or engage in classroom discussions. Analysis of the data revealed three major forms of anxiety: communication anxiety, fear of negative evaluation, and test-related anxiety.

Among these categories, communication anxiety appeared to be the most prevalent. Many participants reported feeling uncomfortable and tense when speaking English in front of their classmates. Concerns about incorrect pronunciation and limited confidence in using English vocabulary often made students reluctant to express themselves. Consequently, some students chose not to participate in speaking activities to avoid making mistakes.

Fear of negative evaluation was also evident in students' responses. A number of participants expressed concerns about receiving unfavorable judgments from their peers. They worried that mistakes made while speaking English might attract criticism or ridicule, which discouraged them from answering questions and taking an active role in classroom interactions.

In addition, test-related anxiety was identified among several students. Feelings of worry frequently arose before vocabulary quizzes, classroom assessments, or English lessons. Many students were concerned that they might forget previously learned vocabulary or fail to provide correct answers. Such concerns often affected their concentration and reduced their confidence during learning and assessment activities.

The results support the view of Horwitz (2016), who suggested that foreign language anxiety is commonly reflected through communication difficulties, concerns about negative judgments from others, and anxiety associated with tests or evaluations. These forms of anxiety were also evident in the experiences reported by the participants in this study.

2. Factors Causing Students' Anxiety in Learning English Vocabulary

The study revealed that students' anxiety was shaped by both internal and external factors, with internal factors being the most dominant. Many students indicated that they lacked confidence in their English skills and frequently doubted their vocabulary knowledge. In addition, fear of making mistakes and concern about being judged negatively were major contributors to their anxiety levels.

Several students explained that they were afraid of mispronouncing words because their pronunciation was still influenced by their local accent. Consequently, they often chose to remain silent rather than participate in classroom activities.

In addition to internal factors, external factors also played an important role. Teaching methods and classroom atmosphere were found to influence students' anxiety levels. Students felt more comfortable when teachers explained materials gradually and provided opportunities to practice before asking them to speak in front of the class. On the other hand, a serious classroom atmosphere and sudden speaking activities tended to increase students' anxiety.

Environmental background was another contributing factor. Since English is rarely used in students' daily lives, many students had limited opportunities to practice English outside the classroom. This limited exposure made them feel unfamiliar with English vocabulary and pronunciation, which increased their anxiety during learning activities.

These findings support the studies conducted by Zhang (2020) and Li (2021), which reported that lack of confidence, fear of making mistakes, and classroom factors are common causes of foreign language anxiety.

The findings also support the study conducted by Sari et al. (2024), which emphasized that appropriate vocabulary teaching strategies can positively influence students' learning experiences and help them feel more confident during classroom activities. When students are provided with sufficient guidance and opportunities to practice, their anxiety tends to decrease.

3. Effects of Anxiety on Students' Vocabulary Mastery

The findings showed that anxiety had several negative effects on students' vocabulary mastery. One of the most common effects was difficulty remembering vocabulary. Many students admitted that they could memorize vocabulary while studying at home but often forgot the words when they had to answer questions in class or take tests.

Anxiety also reduced students' participation in classroom activities. Students who felt anxious tended to avoid eye contact, remain silent, and hesitate when answering questions. As a result, they had fewer opportunities to practice and use English vocabulary actively.

Another effect was reduced confidence in using English vocabulary. Many students doubted their pronunciation and vocabulary choices before speaking. This condition made them less willing to communicate in English even when they understood the material.

This finding is also consistent with Rozak et al. (2025), who highlighted the importance of vocabulary mastery in supporting students' language performance. Students who experience anxiety often have difficulty demonstrating their vocabulary knowledge effectively, even when they have learned the material previously.

The findings are in line with Teimouri et al. (2019), who found that language anxiety negatively affects language achievement and classroom performance. Similarly, Rahman (2021) reported that anxiety can interfere with vocabulary mastery and students' confidence in learning English.

CONCLUSION

The study revealed that Grade X students encountered three primary types of anxiety in learning English vocabulary: communication anxiety, fear of negative evaluation, and test anxiety. Among these categories, communication anxiety and fear of negative evaluation emerged as the most prevalent forms experienced by the students throughout the learning process.

The causes of anxiety were found to stem from both internal and external factors. Internal factors included low self-confidence, fear of making mistakes, and concern about being negatively evaluated. Meanwhile, external factors involved teaching methods, classroom atmosphere, and limited exposure to English in students' daily lives.

In addition, anxiety was found to have a negative impact on students' vocabulary mastery. It reduced their confidence, participation, concentration, as well as their ability to remember and use English vocabulary during learning activities. Therefore, teachers are encouraged to develop a supportive and comfortable learning environment to help reduce students' anxiety and improve their vocabulary learning outcomes.

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