

GRADE X STUDENT'S ANXIETY IN LEARNING ENGLISH VOCABULARIES

SKRIPSI



**Presented to
IKIP PGRI Bojonegoro
in partial fulfilment of the requirements
for the degree of Sarjana in English Education**

**Compiled by:
Yuriko Rahma Safitri
NIM: 22120024**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2026**

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APPROVAL SHEETS

The skripsi entitled “**Grade X Student’s Anxiety in Learning English Vocabularies**” is compiled by:

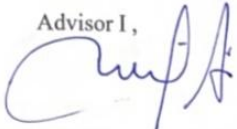
Name : Yuriko Rahma Safitri

NIM : 22120024

Department : English Education

Has been approved by the advisors.

Bojonegoro, 8 Juli 2026

Advisor I,

Meiga Ratih Tirtanawati., S.Pd. M.Pd.
NIDN 0725058403

Advisor II,

Dr. Refi Ranto Rozak., S.Pd, M.Pd.
NIDN 0702058403

LEGITIMATION

The skripsi entitled “**GRADE X STUDENT’S ANXIETY IN LEARNING ENGLISH VOCABULARIES**” is compiled by:

Name : YURIKO RAHMA SAFITRI
NIM : 22120024
Department : English Education

This is to certify that this skripsi has been approved by the Board of Examiners as the requirement for the degree of Sarjana in English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro on 16 Juli 2026

Bojonegoro, 16 Juli 2026

Chairman,


Dr. Cahyo Hasanudin, M.Pd.
NIDN 0706058801

Secretary,


Ayu Fitrianiingsih, M.Pd.
NIDN 0720049101

Examiner I,



Oktha Ika Rahmawati, M.Pd.
NIDN 0701108602

Examiner II,



Ayu Fitrianiingsih, M.Pd.
NIDN 0720049101

Rector,

Dr. Junarti, M.Pd.
NIDN 0014016501

MOTTO

*"Sepiro gedhening sengsoro yen
tinompo amung dadi cobo."*

*"Manusia dapat dihancurkan, manusia dapat dimatikan, tetapi manusia tidak
dapat dikalahkan selama manusia itu setia pada hatinya sendiri."*

"All the anxiety, fatigue and fear will disappear if done together."

*"Every challenge may test our strength, but it can never defeat someone who
remains faithful to their purpose, believes in themselves, and perseveres in pursuing
their dreams."*

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The completion of this thesis would not have been possible without the prayers, guidance, support, and assistance of many individuals. Therefore, the researcher would like to express her deepest gratitude to:

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8. The principals of SMAN 1 Kalitidu and MA Islahiyah Kalitidu for granting permission to conduct this research.
9. The English teachers of SMAN 1 Kalitidu and MA Islahiyah Kalitidu for their assistance, guidance, and support during the research process.
10. All Grade X students of SMAN 1 Kalitidu and MA Islahiyah Kalitidu who willingly participated as the respondents of this study and contributed throughout the data collection process.
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STATEMENT OF AUTHENTICITY

I, the undersigned below:

Name : YURIKO RAHMA SAFITRI
NIM : 22120024
Department : English Education
Faculty : Languages and Arts Education

In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

GRADE X STUDENT'S ANXIETY IN LEARNING ENGLISH VOCABULARIES

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 13 Juli 2026



Yuriko Rahma Safitri
22120024

ABSTRACT

Safitri, Y.R. (2026). "Grade X Students' Anxiety in Learning English Vocabularies." Skripsi. English Education Study Program, IKIP PGRI Bojonegoro. First Advisor: Meiga Ratih Tirtanawati, M.Pd. Second Advisor: Dr. Refi Ranto Rozak, M.Pd.

Keywords: anxiety, English learning, vocabulary mastery, qualitative study, Grade X students.

Anxiety is one of the psychological factors that influences students' success in learning English, particularly in vocabulary mastery. This study aimed to identify the types of anxiety experienced by Grade X students, explore the factors causing their anxiety, and describe the effects of anxiety on their vocabulary mastery. The study employed a qualitative descriptive design involving 53 Grade X students: 31 students from SMAN 1 Kalitidu and 22 students from MA Islahiyah Kalitidu. Data were collected through interviews, classroom observations, and documentation, and analyzed using the interactive model of Miles, Huberman, and Saldaña (2014), which includes data condensation, data display, and conclusion drawing. The findings showed that students experienced three types of anxiety: communication anxiety, fear of negative evaluation, and test anxiety, with communication anxiety being the most dominant. The factors causing anxiety included lack of self-confidence, fear of making mistakes, limited vocabulary mastery, and limited exposure to English. Anxiety negatively affected students' confidence, classroom participation, willingness to communicate, and ability to remember and use English vocabulary effectively. Although both schools showed similar forms of anxiety, students at MA Islahiyah Kalitidu tended to have lower participation and confidence during English learning activities. In conclusion, anxiety significantly affects students' English learning and vocabulary mastery; therefore, teachers should create a supportive and low-anxiety classroom environment.

ABSTRAK

Safitri, Yuriko Rahma. (2026). "Grade X Students' Anxiety in Learning English Vocabularies." Skripsi. Program Studi Pendidikan Bahasa Inggris, IKIP PGRI Bojonegoro. Pembimbing I: Meiga Ratih Tirtanawati, M.Pd. Pembimbing II: Dr. Refi Ranto Rozak, M.Pd.

Kata Kunci: kecemasan, pembelajaran bahasa Inggris, penguasaan kosakata, penelitian kualitatif, siswa kelas X.

Kecemasan merupakan salah satu faktor psikologis yang memengaruhi keberhasilan siswa dalam belajar bahasa Inggris, khususnya dalam penguasaan kosakata. Penelitian ini bertujuan untuk mengidentifikasi jenis-jenis kecemasan yang dialami siswa kelas X, mengetahui faktor-faktor penyebabnya, serta mendeskripsikan dampak kecemasan terhadap penguasaan kosakata siswa. Penelitian ini menggunakan metode deskriptif kualitatif dengan partisipan sebanyak 53 siswa kelas X, terdiri atas 31 siswa dari SMAN 1 Kalitidu dan 22 siswa dari MA Islahiyah Kalitidu. Data dikumpulkan melalui wawancara, observasi kelas, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña (2014). Hasil penelitian menunjukkan bahwa siswa mengalami tiga jenis kecemasan, yaitu communication anxiety, fear of negative evaluation, dan test anxiety, dengan communication anxiety sebagai jenis yang paling dominan. Faktor penyebab kecemasan meliputi rendahnya rasa percaya diri, takut melakukan kesalahan, keterbatasan penguasaan kosakata, dan kurangnya paparan terhadap bahasa Inggris. Kecemasan berdampak negatif terhadap kepercayaan diri, partisipasi di kelas, kemauan berkomunikasi, serta kemampuan mengingat dan menggunakan kosakata secara efektif. Siswa MA Islahiyah Kalitidu cenderung memiliki partisipasi dan kepercayaan diri yang lebih rendah dibandingkan siswa SMAN 1 Kalitidu. Oleh karena itu, guru diharapkan menciptakan lingkungan pembelajaran yang mendukung dan minim kecemasan.

PREFACE

Praise be to Allah SWT for His blessings and guidance, which have enabled the writer to complete this research proposal entitled “Grade X Student’s Anxiety in Learning English Vocabularies.” This proposal is submitted as a partial fulfillment of the requirements for obtaining the degree of Sarjana Pendidikan in the English Education Study Program, Faculty of Language and Arts, IKIP PGRI Bojonegoro. This study aims to examine students’ anxiety in learning English and its influence on the learning process of Grade 10 students. Anxiety is an important affective factor that may affect students’ participation and confidence in English learning. Therefore, this research is expected to provide useful insights for improving English teaching and learning. The writer realizes that this research proposal still has limitations. Suggestions and constructive criticism are highly appreciated for the improvement of this study. The writer hopes that this research proposal will be beneficial for readers and future researchers in the field of English education.

Bojonegoro, 8 Juli 2026

The Researcher

Yuriko Rahma Safitri
NIM 22120024

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CHAPTER I INTRODUCTION

A. Background of Study

English is an important subject in senior high school because it helps students build communication skills, understand information, and prepare for future academic or career needs. In learning English, vocabulary plays a very important role. Without enough vocabulary, students will face problems in reading, writing, speaking, and even listening. Vocabulary is the key to understanding the meaning of sentences, expressing ideas, and participating in classroom activities (Tirtanawati, 2021). For Grade X students at SMAN 1 Kalitidu and MA Islahiyah Kalitidu, vocabulary mastery becomes even more important because the materials in senior high school are more complex than the materials they learned in junior high school.

Even though vocabulary is very important, many students still have difficulty mastering it. One strong factor that influences vocabulary learning is anxiety. Anxiety is a feeling of worry, fear, or nervousness that appears when students face a situation that makes them uncomfortable (Zhang (2019)). In English classes, anxiety often appears when students are asked to read aloud, pronounce new vocabulary, answer questions, or speak in front of their classmates. Some students feel afraid of making mistakes, while others feel embarrassed or worry that their friends will laugh at them. These feelings reduce students' confidence and cause them to avoid participating in classroom activities which eventually slows down

their vocabulary learning process (WHO,2025).

In both SMAN 1 Kalitidu and MA Islahiyah Kalitidu, several students show clear signs of anxiety in English class. Some students avoid eye contact when the teacher asks a question. Some refuse to speak because they worry they might mispronounce a word. Other students say “Idon’t know,” even when they actually understand the material. These behaviors show that anxiety is a real problem that affects their learning process.

Anxiety does not only influence emotions but also affects thinking, memory, and concentration. When students feel anxious, their ability to remember vocabulary becomes weaker. They often forget words they learned before or cannot focus on the teacher’s explanation. A study on anxiety disorders states that:

“Anxiety disorders are mental conditions marked by an intense level of fear and worry that can impact a person’s behavior, cognitive processes, and bodily functions.” (WHO, 2025)

This means that anxiety can interrupt the mental processes students need to learn vocabulary.

A study on learning anxiety explains that students often feel pressure from academic expectations. They fear making mistakes or failing tasks, and this fear reduces their motivation. Putwain (2020) states:

“Learning-related anxiety occurs when students feel pressured, fear failing, and find it difficult to meet academic demands, which may interfere with their focus and motivation.”

This condition is very common in English classes. When students fear being wrong, they choose to be silent rather than try.

Anxiety may also affect long-term performance. A study on anxiety

detection shows that if anxiety is not managed well, it influences daily activities and decision-making. According to Putwain (2020):

“When anxiety is not properly managed, it can influence decision-making, reduce performance, and disrupt an individual’s overall ability to function in daily life.”

This means that anxiety can reduce students’ performance not only in English but also in their overall learning. If students continue to feel anxious in English class, their attitude toward the subject may become negative, and their performance may fall.

In vocabulary learning, anxiety can appear in several forms. Some students experience communication anxiety, which happens when they need to speak or read aloud in class. Some experience test anxiety, which appears during vocabulary quizzes or exams. Others experience fear of negative evaluation, which is the fear of being judged by teachers or classmates. These types of anxiety strongly influence how students learn vocabulary (Botes et al,2020).

Students in the two schools also have different backgrounds. Some students have strong English foundations from junior high school, while others come with very limited knowledge. Students who feel that their English level is lower than their classmates often experience more anxiety. They worry that their classmates will laugh at their mistakes, which reduces their willingness to practice vocabulary (Zhang, 2019).

Teachers also influence students’ anxiety levels. When teachers speak too fast, correct mistakes harshly, or create a strict environment, students may feel more nervous. On the other hand, when teachers create a warm

and positive atmosphere, students feel safer to try. Supportive teachers help reduce anxiety by giving encouraging feedback, allowing students to learn step-by-step, and giving vocabulary practice in a comfortable way (Alrabai, 2016).

Because of these reasons, it is important to study students' anxiety in learning English, especially in vocabulary. By understanding what types of anxiety students experience, what factors cause anxiety, and how anxiety affects vocabulary mastery, teachers can design better teaching strategies to help students feel more confident and motivated. This research is also expected to help English teachers at SMAN 1 Kalitidu and MA Islahiyah Kalitidu create a more supportive learning environment where students are not afraid to practice vocabulary.

B. Formulation of the Problems

Based on the background above, the problems of this study are formulated as follows:

1. What types of anxiety are experienced by Grade X students in learning English vocabulary?
2. What factors do cause Grade X students to experience anxiety in learning English vocabulary?
3. How do students' anxiety affect their vocabulary mastery?

C. Objectives of the Study

The objectives of this study are:

1. To identify the types of anxiety experienced by Grade 10 students in learning English vocabulary.
2. To describe the factors that cause students' anxiety in learning English vocabulary.
3. To analyze how students' anxiety affects their vocabulary mastery.

D. Significances of the Study

1. Theoretical Significance

This study is expected to contribute to the theoretical understanding of language learning anxiety, especially in relation to vocabulary mastery.

2. Practical Significance

a. For Teachers:

The findings may help teachers develop teaching methods that reduce students' anxiety and support vocabulary learning.

b. For Students:

Students may understand their learning difficulties and find ways to manage anxiety.

c. For Schools:

This research may be useful for schools to improve English learning programs at SMAN 1 Kalitidu and MA Islahiyah Kalitidu.

E. Definition of Key Terminologies

To avoid misunderstanding, several key terms used in this study are defined as follows:

1. Anxiety

Foreign language anxiety is widely recognized as one of the major affective factors influencing students' performance in language learning. Dewale & MacIntyre (2016) explains that language learning anxiety appears through feelings of worry, tension, and fear when learners use a foreign language, especially during performance-based tasks such as speaking or answering questions. This emotional response often lowers students' confidence and limits their engagement in vocabulary learning activities. Botes et al. (2020) further describe foreign language anxiety as a negative emotional state that can interfere with learners' cognitive processes, including attention and memory, which are essential for understanding and retaining vocabulary. They emphasize that anxiety can appear at any language learning stage and significantly affects language development. Horwitz et al. (1986) adds that anxiety frequently arises due to fear of negative evaluation, low self confidence, and previous unsuccessful learning experiences. In EFL classrooms, these emotional factors may prevent students from taking risks, participating actively, or expressing ideas, which eventually influences their vocabulary acquisition.

In this study, anxiety is defined as students' feelings of worry, fear, and nervousness that arise during English vocabulary learning activities, especially when they are required to perform, participate, or use English in front of teachers and classmates.

2. Vocabulary Mastery

Vocabulary mastery has been widely acknowledged as one of the most important components of language proficiency. Tirtanawati (2021) defines vocabulary mastery as the ability of learners to understand, recall, and correctly use words in various communicative contexts. He highlights that vocabulary knowledge directly supports all language skills, including listening, speaking, reading, and writing.

Namazandost and Nasri (2019) explain vocabulary mastery as the competence to recognize, retrieve, and apply words appropriately. They argue that vocabulary knowledge is not limited to memorizing word lists but also includes the ability to use words accurately according to context and communicative purpose.

Supporting this, Tirtanawati (2021) divides vocabulary mastery into receptive knowledge recognizing words in listening and reading and productive knowledge using words correctly in speaking and writing. She emphasizes that successful vocabulary learning requires both types of knowledge, as they contribute to students' overall communicative ability.

In this study, vocabulary mastery is defined as students' ability to understand, remember, and appropriately use English vocabulary in both receptive (listening and reading) and productive (speaking and writing) language activities.

3. Grade 10 Students

Grade 10 students represent learners who have entered the first year of senior high school and are transitioning toward more advanced levels of cognitive and academic tasks. The Ministry of Education and Culture (2018) states that Grade 10 students begin to engage with higher-level English competencies and are expected to demonstrate more independent learning behaviors.

WHO (2025) describe Grade 10 students as adolescents aged around 15–16 years who are developing stronger identity formation, motivation, and academic self-regulation. At this stage, students begin to adopt more mature learning strategies, especially in language learning.

Dörnyei & Ryan (2015) notes that Grade 10 learners also experience a shift in language learning expectations, as they move from basic English instruction in junior high school to more complex tasks in senior high school. This includes learning a broader range of vocabulary, applying language in real life contexts, and improving accuracy and fluency.