STUDENTS' ANXIETY WHILE DOING ONLINE QUIZ AT MTsN 1 SIDOARJO

THESIS

Submitted in partial fulfillment of the requirement for the degree of
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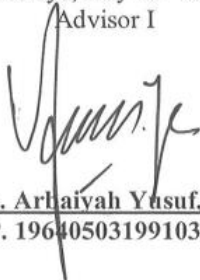
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ABSTRACT

Nu'ma A. R (2019). Students' Anxiety While Doing Online Quiz at MTsN 1 Sidoarjo. A Thesis. English Teacher and Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University Surabaya. Advisors: Dra. Arbaiyah YS, MA & Mokhamad Syaifuddin, M.Ed, Ph.D.

Keywords: Online quiz, WhatsApp, Anxiety

Anxiety is a psychological factor which has the impact of language learning outcomes especially in learning English as a foreign language. This is a case study which focuses on students' anxiety while doing online quiz. This research aims to describe of students' anxiety type and also investigate the causes why students are anxious while doing online quiz at MTsN 1 Sidoarjo. The approach used in this research is a descriptive qualitative design. Furthermore, researcher used interview, observation and documentation in collecting the data. The researcher did observation non participant to the class that contains 37 students to know students' characteristics of their anxiety. To conduct the interview, the researcher needed five students from 8 D class of MTsN 1 Sidoarjo in academic year 2018/2019 as the main subject of conducting this research. The researcher selected with the purpose sample to the students who are anxious in doing online quiz through WhatsApp group. Five students are interviewed by the researcher. The result of finding shows that there are variety types having by students such as trait anxiety, state anxiety and situation specific anxiety. Based on the discussion researcher stated that the type of anxiety that most frequently faced by students is state anxiety. Then the main causes influence students' anxiety while doing online quiz is competitive classroom/classroom atmosphere.

ABSTRACT

Nu'ma A. R (2019). Students' Anxiety While Doing Online Quiz at MTsN 1 Sidoarjo. Skripsi. Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: Dra. Arbaiyah YS, MA & Mokhamad Syaifuddin, M.Ed, Ph.D.
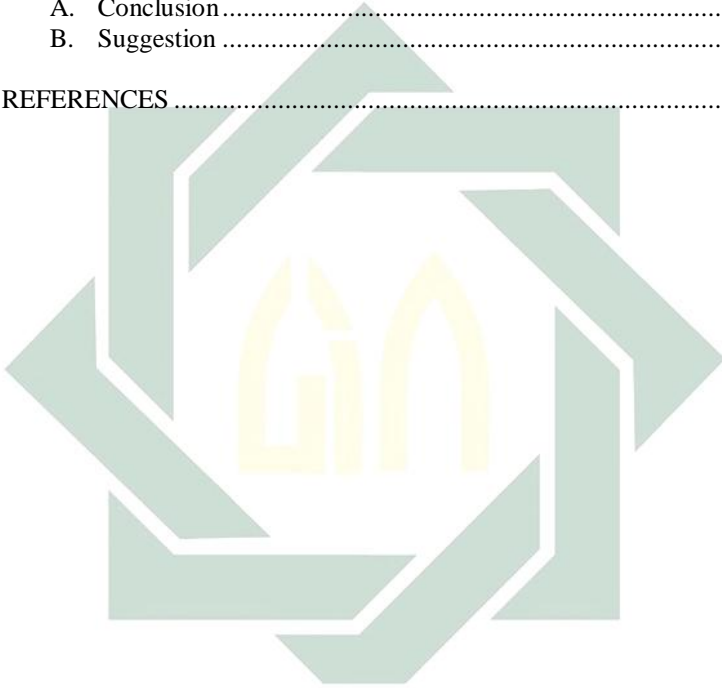
Kata kunci: Quis Online, WhatsApp, kecemasan

Kecemasan adalah suatu faktor psikologis yang berdampak salam pembelajaran bahasa khususnya dalam pembelajaran bahasa Inggris sebagai bahasa asing. Ini adalah study kasus yang difokuskan pada kecemasan siswa dalam quis online. Penelitian ini bertujuan untuk mendeskripsikan jenis kecemasa siswa di MTsN 1Sidoarjo. pendekatan yang digunakan dalam penelitian ini adalah deskriptif qualitatif. Disamping itu, peneliti menggunakan interview, observasi dan dokumentasi dalam pengumpulan data. Peneliti melakukan observasi non participant ke kelas yang terdiri dari 37 siswa untuk mengetahui karakteristik kecemasan mereka. Untuk melakukan interview, peneliti membutuhkan Lima siswa MTsN 1 Sidoarjo dari kelas 8 D tahun akademik 2018/2019 sebagai subjek utama dalam melakukan penelitian ini. Penelti memilih purpose sample untuk siswa yang cemas dalam mengerjakan quis online melalui group WhatsApp . Lima siswa diinterview oleh peneliti. Hasil dari data temuan menunjukkan bahwa ada bermacam-macam jenis kecemasan yang dipunyai oleh siswa seperti trait anxiety, state anxiety dan specific situation anxiety. berdasarkan hasil diskusi, peneliti menyatakan bahwa jenis kecemasan yang sering dialami siswa adalah tergolong state anxiety. kemudian, penyebab utama yang mempengaruhi kecemasan siswa ketika mengerjakan quiz online adalah persaingan kelas/suasana kelas.

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CHAPTER I

INTRODUCTION

This chapter discussed an introduction part that cover in some heading, those are background of the study, research question, objectives of study, significance of the study, scope and limitation of the study, and definition of key term.

A. Background of Study

Basically, anxiety is a normal thing experienced by everyone. Anxiety has been reputed as a normal life of the days. Anxiety is a general feeling where someone feel afraid or less of confidence in some certain conditions. Mostly, everybody has befall the anxiety on certain time of their lives. Anxiety is as a normal reaction toward situation which emphasize someone's lives. It can arise by its self or with other factors from various emotional disturbances.

Anxiety is generally experienced by people who learn English as a foreign language. Some people feel that anxiety as the most important negative factor influencing them in learning Language. Spielberger stated that anxiety is the feeling of tension, apprehension, nervousness, and worry related with an arousal of the autonomic nervous system[1]. The feeling of anxious, stress, nervous, and worry come to their mind influencing their learning. Some people gain anxious in different aspect and situation. One of the most anxiety is faced by students. They are mostly ever gain the anxiety such as when they have presentation in the class, public speaking, test and others.

In digital era educators utilize technology in the activity of teaching learning process such as using WhatsApp group as a media to do online learning. There are some theories explained that online learning can overcome the students' anxiety in learning English. Another researcher indicated that 46 % of students agree that online learning activities have effect on their language anxiety. In addition, there are 40% students think that online learning cannot help them

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[1]Spielberger,C.D. *Manual For The State-Trait Anxiety Inventory Palo Alto*, (California: Consulting Psychological Press,1983)

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resolve their problem of anxiety in learning English as foreign language.[2]

In Addition, an online quiz is one of the implementation of E-Learning. It had stated in Solomon research about the effectiveness of E-Learning at the University. It shows that using technology gives many impacts on the effectiveness of E-learning system at the University. It is accounted 82% from participant agree of it. In other words, effective online formative assessment can help centeredness in online course and enhance students' engagement in the course to realize the meaningful of learning experiences.[3]

Nowadays, online quiz is often used by the teacher to have question and answer with the students. One of the media to do online quiz is using What'sApp group. As we know that What'App group is an application to communicate among friends to give/accept the information. It can also be used to make a joke by online as a consolation outside the class. Besides, a teacher utilizes What'sApp group as the media in implementation a quiz. Quiz is one of activity very useful in teaching learning process. Through quiz, the teacher can measure the level of students' understanding about the material learnt. The students think that quiz is also frightening. Some of them feel afraid, anxious, worry when they want to face the quiz.

An English teacher of MTsN 1 Sidoarjo utilizes online quiz to avoid students' nervousness. Some students sometimes are feeling afraid of the teacher when the teacher looked at their work. They are afraid of making mistake till the anxiety fill on their self. Therefore, online quiz is as the solution to avoid students' anxiety in order to students do not face the teacher directly. Besides, online quiz train students to focus on answering the question individually without feeling afraid of the teacher or friends. However, during the researcher observed in the school, it find that there are still some students are anxious in doing the online quiz.

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[2] Ulum A Sakinah, A Thesis: *"Online Learning Activities As Strategy To Reduce Students Anxiety In Learning English"* (Surabaya: Sunan Ampel State Islamic University, 2017)

[3] Gikandi, J. W., Morrow, D, Davis, N. E. *Online Formative Assessment In Higher Education: A review of the literature.* (Computers & Education, 2011), 57(4), 2333–2351.

There are some previous studies related this research. The first previous study was done by Sakinah with the title "*Online Learning Activities As strategy to Reduce Students' Anxiety in Learning English.*" This research talks about the correlation between online learning activity and their anxiety when learning English as foreign language.[4] This research investigates about reducing students' anxiety with online learning. The result of this research stated that online learning helps students to overcome their anxiety even though there are some students still get anxiety when they do online learning.

The second previous research was done by Alfany by the title "*The Correlation between Students' participation and Their Examination Score in Peerwise Online Learning.*" This research correlate about the significance of the students' participation and their score in Peerwise online learning. It focuses on the significance of students' participation in Peerwise online learning. The result of this research showed that the correlation between students' participation and their examination had positive correlation but the correlation was in a very low level which had a very limited correlation.

The third previous research was done by Mega entitle "*Pengelolaan E-Learning dalam Pelaksanaan Ulangan Harian Online Mata Pelajaran Pendidikan Agama Islam di SMP Muhammadiyah 5 Surabaya.*" This research investigates the use of E-Learning in implementing online weekly examination in SMP Muhammadiyah 5 Surabaya. It focuses on the implementation and effect of E-learning for the students. The result of this research found that there are some keys in implementing islamic education weekly examination such as the students can obey the role agreed. That is students are forbidden to bring electronic inside the room, students are forbidden to be noisy during examination. To know the students' ability in reaching minimum score can be seen after the students finish doing online weekly examination. In this examination, each student do the exam by his self because they cannot communicate with their friends during examination.

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[4] Ulum A Sakinah, A thesis: "*online learning*......................................

This reseach is different from the previous research that researcher explained. Other researches explained about the implementation of E-learning, strategy of online learning, corelation of students' participation with their score of peerwise, while this research try to analyze about online quiz through Whats'app group particularly to investigate the students' anxiety and the causes of students' anxiety on the activity of online quiz. Therefore this research needs to be observed in further discussion about students' anxiety while doing online quiz.

From the case, researcher is interested to investigate the types and causes of students' anxiety while doing online quiz. She wants to know the result of the research because of the phenomenon which is different from previous research. Previous research said that online quiz as the strategy to reduce students' anxiety. But the implementation of online quiz observed by researcher, there are many students gain difficulty and anxiety while doing online quiz.

Looking at the phenomenon, the researcher decided to investigate the case study at MTsN 1 Sidoarjo which analyzes about the students' anxiety while doing online quiz. This school is chosen based on the consideration that MTsN 1 Sidoarjo uses online quiz through WhatsApp group. This research aims to investigate the cause influencing students' anxiety while doing online quiz. It is important to be observed because nowadays most school uses online in implementation the test. It can also help the teacher to design the learning process more creative in order to make students enjoy the learning process. This research uses qualitative to analyze the data. In conducting this research, researcher hopes that this research gives benefit to the teacher to design the best method/media in teaching learning process. It also gives the information to the reader about the case study students' anxiety in doing online quiz through WhatsApp group.

B. Research Question

Based on the background of the study, the research questions can be stated below:
1. What anxiety do students have when they do online quiz?
2. What are the causes of students' anxiety while doing online quiz?

C. Objective of Study

Related to the problem, this research has the objective below:
1. To describe about the types of students' anxiety while doing online quiz at the 8 grade of MTsN 1 Sidoarjo.
2. To investigate the causes why students are anxious while doing online quiz at the 8 grade of MTsN 1 Sidoarjo.

D. Significance of Study

The significance of this study are:
1. Theoretical benefits

Theoretically, the researcher hopes that the result of this research will develop teaching and learning method used WhatsApp group as the media to do online quiz. It helps the teacher to design the appropriate method in teaching and learning process.

2. Practical benefits

Practically, the result of this research will be aimed to:

a. For teachers

Researcher hopes that the result of this research will help the teacher in giving more ideas in using method, technique and strategy for the students in designing teaching and learning especially in giving quiz for the students.

b. For students

Researcher hopes that this research will give information to the students in order to know the types and causes of their anxiety which will motivate them and regain their intention to resist the problem that they have.

c. For school

Researcher hopes that this research will give input on the system of learning and teaching process to know the types and the causes of students' anxiety while doing online quiz

d. For other researcher

Hopefully, this research can be useful as a reference to other researchers in conducting the same topic related this research.

E. Scope and Limitation

This research focuses on online quiz through WhatsApp group at the 8 grade of MTsN 1 Sidoarjo to investigate the type and cause of students' anxiety.

It is limited to investigate the characteristic of students' anxiety that they faced during doing online quiz. There are some quizzes used by teacher such us multiple choice, essay, and others. This research only focus on the making sentence about capability and willingness. The quiz is to ask the students write some sentences based on the emoticon on WhatsApp written by the teacher.

F. Definition of Key Term

1. Online Quiz

Online quiz was introduced as the exercise to provide students to read and think more about the previous material before attending to the class.[5] In this research, online quiz means that students' exercise delivered by online through WhatsApp group to confirm students' understanding about the material.

2. Whatsapp Based Learning

WhatsApp is an application with the internet access to interact with other people which is also used as the learning media in a classroom setting which is used to give online quiz in the WhatsApp group of the class in a specific time.

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[5]Dobson JL, *The Use of Formative Online Quizzes to Enhance Class Preparation and Scores On Summative Exams*, (Adv Physiol educ32, 2008) 297-302

3. Anxiety

Anxiety is the feeling of tension, apprehension, nervousness and worry related with an arousal of the autonomic nervous system.[6] It means that the anxiety experienced by students during online quiz through WhatsApp group.

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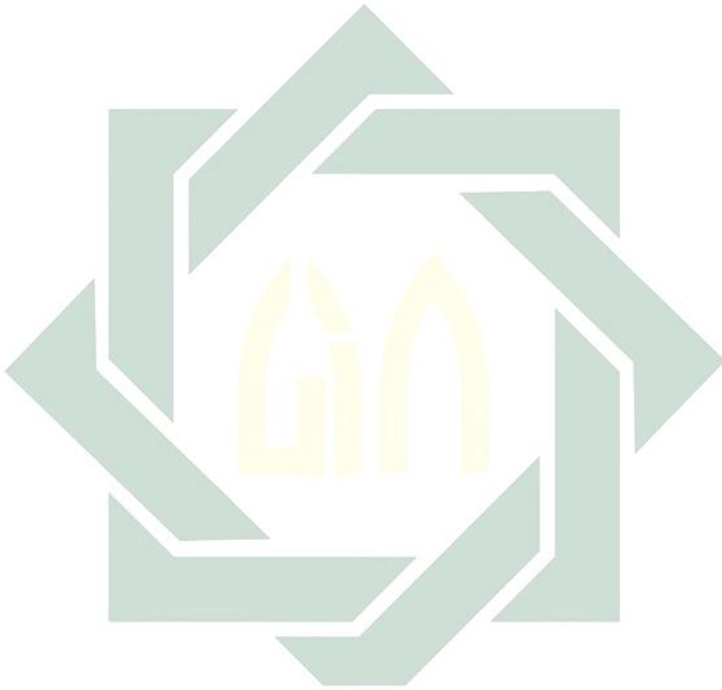
[6] Spielberger,C.D. *Manual For The State*..

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed some issues related to the students' anxiety while doing online quiz through WhasApp group which becomes the focus of this research. It contains of literature review and also previous studies related to this research to strengthening the problem discussed here.

A. Literature Review

In literature review, there are some theories that will be discussed to support the problem of this research.

1. Online quiz

Online quiz was introduced as the exercise to provide students to read more about the material and think more about the course material before attending to the class.[7] Online quiz was also introduce into a large Medical physiology class to encourage students that utilize formative assessment before having midterm and final summative examination.[8] Black and William stated that formative assessment as the process which encourages students and both instructors using feedback during the teaching and learning process which has the purpose to improve students' leaning and attainment of the instructional purpose.[9] Formative assessment is such recognized as the important tool for the students in enhancing their learning process.[10] Online quiz is an exercise to provide students study the previous course material. It can also to check students' understanding related the material of English. Online quiz can be done on flexible time and place. Coming to the class is not really needed but we just need the internet to do the quiz.

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[7] Dobson JL, *The Use of Formative Online Quizzes to Enhance Class Preparation and Scores On Summative Exams*, (Adv Physiol educ32, 2008) 297-302

[8] Kibble J. Use of Unsupervised online quizzes as formative assessment in a medical physiology course: effects of incentives on student participation and performance, (Adv Physiol Educ31, 2007) 253–260,

[9] Black, P., & Wiliam, D. *Inside the black box: Raising standards through classroom assessment*. (London: Granada Learning. 1998).

[10] Bell, B. – Cowie, B. The Characteristic of Formative Assessment in Science Education. Science Education, 85(5), 2001), 536–553

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There are five types of quizzes which have the characteristic of each quiz. The first type of quiz is Mix up the structure. It is kind of quiz used the usual objective questions. It has short answer questions. The question asked can be students' response of an opinion in reading of the book. These several quizzes are open book. The students may open their book during the quiz.. It might also be taken home. This quiz makes students interested because the way in giving them experience to response in some different types of the question and keeping experience of the quiz from becoming scale.[11]

The second type is Collaborative quizzing. It is one of an effective quiz to produce students' interesting in discussing the material of the course enthusiastically. This kind of quiz can also reduce students' anxiety in facing the quiz. Firstly, students are doing the quiz, then turn it over and stand up to face and talk with their partner of this quiz. After the students finish their discussion, they revert to the answer of their quiz. In this occasion, students may change their answer of the quiz. Thus, they do the quiz in individually, slue it in, and also do the quiz in a small group.[12]

The third is Quizzing with resources. It is kind of quizzing which is allowed students to read and take a note in detail. The students can open their note during the quiz. They may also use their class note while doing the quizzes. According to Ali Resaei in his quantitative research method said that open note quizzing connected with the result of collaboration significantly has higher in the final examination.[13]

The forth type is Quizzing after questioning. This approach encourages students to ask better questions and facilitates substantive classroom discussions. In this occasion, students may ask everything related to question of the quiz

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[11] Tropman, E. *In Defense of Reading Quizzes.* (International Journal of Teaching and Learning In Higher Education, 26(1), 2014), 140-146.

[12] Pandey, C., - Kapitanoff, S. *The Influence of Anxiety and Quality Of Interaction On Collaborative Test Performance.* (Active learning in higher education, 2011), 12, (3), 163-174.

[13] Rezaei, A.R., *Frequent Collaborative Quiz Taking and Conceptual Learning.* (Active Learnong in Higher Education, 2015), 16(3), 187-196

about the material of the course before quiz occurs. The teacher and students discuss and find the correct answer of the quiz. If the students ask a question which simulates a good discussion, it will be the quiz question and students have to write the answer. After finishing that activity, the teacher announce to the students that they have passed the quiz.

The fifth is Online quizzes completed before class. This is a kind of quiz which is completed before the class through online. This quiz is scored by online electronically with summary structure to be collected to professor. Thus, there is no enough time to know the missed problem or the area of misunderstanding. Then class time can be used to address those concepts that are giving students the most trouble. It can improve students understanding about the material before moving to the new material. [14]

In Addition, According to Zakrzewski an online quiz has three keys benefits to the students.[15] Those several keys benefits are, First, the time is very flexible. Students may take the quiz in anytime and anywhere. The main point is based on the schedule before deadline passed. Second, students may have several chance to do the quiz in order to students can achieve the desired minimum grade of the quiz. Third, online formative assessment encourage students to know the detail feedback information that students need to assess their learning and also to know the students' weaknesses in the instruction of students' learning.[16] Therefore, online formative assessment can be as an effective way to help students in overcoming their anxiety before having summative assessment.[17]

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[14] Brame, C.J. and Biel, R, *Test Enhanced Learning: The Potential For Testing To Promote Greater Learning In Undergraduate Science Course*. (Cell Biology Education-Life Science Education, 2015) 1-12

[15] Zakrzewski. S., - Bull, J. *The Mass Implementation And Evaluation Of Computer-Based Assessment*. (Assessment & Evaluation In Higher Education, 1998), 23(2), 141-152

[16] Wang, K. H., Wang, T., Wang, W.-L., & Huang, S. *Learning Styles And Formative Assessment Strategy: Enhancing Student Achievement In Web-Based Learning*. (Journal of Computer Assisted Learning, 2006), 22(3) 207-217.

[17] Cassady, J. – Gridley, E. *The Effects of Online Formative and Summative Assessment on Test Anxiety and Performance*. (The Journal of Technology, Learning, and Assessment, 2015),

The online quiz system was chosen to administer the quizzes because it automatically and rapidly both graded the assessments and provided feedback to students. It is also as a method of measuring a person's ability, knowledge, or performance in a given domain.[18] Several quiz models were applied, which varied in the availability of course credit points for participation and performance.

2. **Mobile Learning**

Mobile Learning is the acquisition or modification of the knowledge that has any skill in the use of mobile technology in anywhere and anytime which produced the modification of behavior.[19] Wang et al. described that M-Learning environment as enabling learners to learn at any time and any place. The use of mobile learning activities in teaching and learning is an innovative educational technology in universities.[20] M-Learning is a learning strategy that allows the learners to obtain learning materials anytime, anywhere using mobile communication and internet. Information delivery media, which can be adopted in M-Learning environment, includes WhatsApp, Email, SMS, Twitter, and BBM to inform learners of the learning activities. The main purpose is to evaluate media richness of these delivery method in M-Learning environment and adopt an appropriate information delivery mechanism to enhance the learning activities. It will determine which medium is more suitable for improving the learning activities among those media of learning.

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[18] H Douglas brown, Language Brown, *Language Assessment Principle And Classroom Practices*, (Longman) hal 3

[19] Cavus, N. – Ibrahim. D*., M-Learning: An Experiment In Using SMS to Support Learning New English Language Words*. (British Journal of Educational Technology, 2009), 40(1), pp. 78-91

[20] Amry, A.B., 2014. *The Impact of Whatsapp Mobile Social Learning on The Achevement and Attitudes of Female Students Compared With Face to Face Learning In The Classroom.* (European Scientific Journal, 2014), 10(22)

Learning can come in come in several ways: students can use mobile devices to access educational resources, connect with other, or create content, both inside and outside classroom. Learning results from social interactions between students in collaborative learning environments. These social interaction usually involve social media like WhatsApp, Facebook, Twitter, BBM, etc.

One of the social interaction frequently used is WhatsApp. WhatsApp is a social network and an American proprietary cross platform instant messaging client for smartphones.[21] WhatsApp Messenger is a kind of web based instant message application that allows user to communicate each other and exchange information using several of media including text, image, video, and audio messages.[22]

WhatsApp is one of technology that is mostly used on specific mobile phones and computers. Since smartphones became popular, a lot of messaging services were launched, but WhasApp has become very popular among them. WhatsApp messenger has the following features: Multimedia, group chat, unlimited messaging, offline messaging, free of cost, no use of pin and username.

WhatsApp has also been positively received by students who report high levels of satisfaction with language activities that use the application.[23] It is also the high levels of motivation to participate in activities that utilize WhasApp collaborative potential[24]. Significantly implementing language activities using WhatsApp media has positive impact on students' confidence, it can also improve their reading habits and

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[21] Plana, M. G. C., et.al., *Improving Learners' Reading Skills Through Instant Short Messages: A Sample Study Using Whatsapp*. (Glasgow,4th World CALL Conference, 2013), 10-13

[22] Church,K – De Oliveira, R., *What's Up With Whatsapp?: Comparing Mobile Instant Messaging Behaviors With Traditional SMS*. In Proceedings Of The 15 Th International Conference On Human Computer Interaction With Mobile Devices And Services, New York: ACM, 2013), pp. 352-361

[23] Plana, M. G. C., et.al., *Improving Learners' Reading* *10-13*

[24] Castrillo, M. D. Et.al., *New Forms Of Negotiating Meaning On The Move: The Use Of Mobile-Based Chatting For Foreign Language Distance Learning*. (IADIS International Journal on WWW/Internet, 2014), 12(2), 51-67.

willingness to read more in English[25]. WhatsApp is the most used messenger application in learning both among university students and for communication between students and their instructors[26]. WhatsApp can facilitate online collaboration and communication, encourage motivation, and improve performance in foreign language learning.

3. Anxiety in Language Learning

Anxiety is generally experienced by people in their lives moreover the students who learn language as a foreign language. In this part, literature review of anxiety will contain of definition of anxiety, characteristics of anxiety, type of anxiety, causes of anxiety, how to reduce anxiety and the effects of anxiety.

Anxiety defines as a natural human reaction felt by many people regardless of age. It works as an important psychological and physiological function. Some children experienced an anxiety as an alarm system that is activated whenever they perceive situation as stressful, dangerous, and embarrassed. The term of anxiety is an immediate, transitory emotion that can instantly impact on children' cognition in specific condition and also made them feeling worry, nervousness, and tightness. These all can extremely impact on memory and learning process.[27]

Anxiety is an emotional and individual characteristic which has an important role in learning a FLA, also known as Foreign Language Anxiety.[28] It is considered to be one of the key psychological contributing factors to learners' behavior, attitude and achievements in online cooperative

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[25] Plana, M. G. C., et.al., *Improving Learners' Reading.....................10-13*

[26] Fodah, O – Alajlan. H., *A Work In Progress Survey On Mobile Learning In Higher Education In Saudi Arabia*. Paper Presented At The Society For Information Technology & Teacher Education International Conference, (Las Vegas, NV, United States, 2015.

[27] Bigdeli, S. cited in MacIntyre, 1995. *Affective Learning: The Anxiety Construct in Adult Learners*. (Procedia-Social and Behavioral Sciences, 2010), 9, 674-678.

[28]Martin and Alvarez*, Students' feedback beliefs and anxiety in online foreign language oral tasks Valdivia*, (International Journal of Educational Technology in Higher Education, 2017),

learning.[29] Spielberger stated that anxiety is the feeling of tension, apprehension, nervousness, and worry related with an arousal of autonomic nervous system.[30] It is specific to a particular situation and is associated with learning a foreign language or with having to communicate using it.[31] Horwitz defines that foreign language anxiety is a distinct complex of self-perception, beliefs, feelings, and behaviors in language learning of the classroom which arise from the exclusive language learning process.[32]

There are some characteristics of anxiety. Teacher and researchers presume that language test anxiety is a general anxiety. Some behavior across cultures and it might seem as anxious behavior in one culture may be normal behaviors in another culture. The following are the signs of language anxiety.

- General avoidance

  This characteristic of anxiety can be like: showing carelessness, coming late, cutting the class, arriving unprepared, lack of volunteering in class, low level of verbal production, seeming inability to answer even the simple questions.

- Physical actions

  It can be shown as: squirming, nervously touching object, fidgeting, stuttering or stammering, playing with hair or clothing, displaying jittery behavior, being unable to reproduce the sounds of intonation of the target language even after separated practice.

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[29] Hiroki Yoshida, Seiji Tani, Tomoko Uchida, Jitsuko Masui, Minori Fukushima, and Akira Nakayama, *Development and Validation of the Online Cooperative Learning Anxiety Scale*, (International Journal of Information and Education Technology, Vol. 6, 2016)

[30]Spielberger, C. D. *Manual For The State-Trait Anxiety Inventory.Palo Alto*, (California: Consulting Psychological Press, 1983),

[31] Ellis R. *The Study of Second Language Acquisition (2nd ed.).* (Oxford: Oxford University Press, 2008)

[32] Horwitz, E. K. *Preliminary Evidence For The Reliability and Validity of A Foreign Language Anxiety Scale*. TESOL Quarterly, 1986), 20, 559-662

- Physical symptoms

    It seem like experiencing tight muscles, complaining about a headache, feeling unexplained pain or tension in any part of the body.

- Depending on the culture

    Other sign which could reflect the language anxiety such us: over-studying, social avoidance, hostility, perfectionism, lack of eye contact, conversational with draw, monosyllabic or non-committal responses, image protection or masking behavior (smile, nodding, joking, laughing), failing to interrupt when it should be natural to do, excessive competitiveness, excessive self-effacement and self-criticism.

4. **Types of Students' Anxiety in Learning**

    Specifically, There are three types of anxiety identified by Maclntyre, such as trait anxiety, state anxiety and situation specific perspectives anxiety[33]. Trait anxiety is the individual' likelihood of having anxious in any situation. It refers to the stable predisposition of becoming anxious in a cross-section situations.[34] Trait anxiety is a relatively stable emotional that an individual experience more frequency than most other people. It is also as the individual personality of the person.[35] According to Spielberger trait anxiety defines as a refer to an individual high level of trait anxiety that become anxious in a number of different situation as more threatening than they actually are.[36] Therefore trait anxiety is becoming anxious in a particular type of situation. This kind of person is often anxious in the English class. He always hesitates his self, afraid of being asked by the teacher etc.

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[33] Maclntyre,P.D – Gardner, R. *Language Anxiety: Its Relationship to Other Anxieties and to Processing in Natuve and Second Languages*. (Language learning, 1991), 513-534
[34] Spielberger, C. D. *Manual For...............*
[35] Dr. Bekleven Nilufer, *Foreign Language Anxiety*, (Dicle University, Ziya Golap Education Faculty, English language Teaching Department)
[36] Spielberger, C. D. *Manual For...............*

While State anxiety is kind of experience of anxiety as an emotional reaction in a current situation. State anxiety is often experienced by an individual person at a particular moment of definite situation.[37] This anxiety change intensely of the anxiety with the fluctuation over time as a purpose of the amount of stress which related on an individual and that individual's interpretation of stressful situation as a personal dangerous.[38] The person experienced this anxiety in a current moment such as when he wants to face the quiz/test, she will be afraid of making mistakes and laughed by his friends, and he also has bad experience of the activity that make him anxious.

Similarly, Situation specific anxiety is point to the experience in a well-defined situation.[39] One of the difference of that subject is tested for their anxiety in limited circumstances such as speaking in public, taking a test, writing examination, performing math or participating in language class. Furthermore specific situation anxiety is usually feeling anxious, nervous while doing the test/quiz. This person is very afraid of negative evaluation. He also feeling embarrassed if his answer of the test/quiz or his performance is seen by other people.

5. **Causes of Students' Anxiety in Language Classroom**

There are some causes of students' anxiety. The following provides a literature review based on Abeer Madini related the different causes of students' anxiety in the language classroom.[40] The first is Competitiveness and Classroom Atmosphere. A considerable number of investigators identified competitiveness as essential in determining students' anxiety. Curtrone explored that inter-learner competition is one of the main causes of Japanese EFL learners' language anxiety.[41] Moreover the students of Bond university, English language

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[37] Spielberger, C. D. *Manual For...............*
[38] Spielberger, C. D. *Manual For...............*
[39] Maclntyre,P.D – Gardner, R. *Language Anxiety.................* 513-534
[40] Abeer Madini. *Major Causes of Saudi Learners' Speaking Anxiety in EFL Classrooms*, (International Journal of English Language Education, 2017) 55-57
[41] Cutrone. P. *Overcoming Japanese EFL learners' Fear of Speaking*. (Language Studies Working Papers, 2009), 1, 55-63

institute, Australia, are categorized as the students who fear of failure, they are afraid of making mistakes, having competition, and doing anything in front of the public.[42] In addition, Turkish EFL learner also feel stress when they have to speak in front of their friend in spite of inside the classroom, such as forgetting appropriate words, unprepared to talk, feeling embarrassed to speak in front of the class or not being prepared to talk as they are sometimes embarrassed to speak in front of the class or open/answer the questions immediately.[43]

The next cause of students' anxiety is Unsupportive Teacher. Several studies in the field related foreign language anxiety agree that teacher constitutes is one of the essential causes which influence the students' low ability in learning English as a foreign language. Therefore, teacher should prepare the best teaching method, such as unique teaching method to cover the students' anxiety in language learning. In addition, using several method, preparing the examination without understanding the students' need, and also teacher negative evaluation were as the main causes of students' anxiety that caused by the teacher. On the other hands, Mukminin stated that the role of the teaching that caused students' anxiety in language learning.[44] The researchers said that one of the caused shared by students related the cause of their anxiety is fear of being evaluated by the teachers.[45]

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[42] Kayaoglu. M. N., - Saglamel, H. *Students' Perseptions of Language Anxiety in Speaking Classes.* (Tarih Kultur Ve Sanat Arastirmalari Dergisi, 2013), 2(2), 142-160,

[43] Öztürk, G., - Gürbüz, N. *Speaking Anxiety among Turkish EFL learners: The Case at A State University.* (Journal of Language and Linguistics studies, 2014), 10(1), 1-17.

[44] Mukminin, A., Masbirorotni, M., Noprival, N., Sutarno, S., Arif, N., Maimuna, M., EFL Speaking Anxiety among Senior High School Students and policy Recommendations. Journal of Education and Learning, 20015), 9(3), 217-225.

[45] Mukminin, A., et.al., *EFL Speaking Anxiety* .... 217-225.

The last cause of students' anxiety is Test Anxiety. Test anxiety became one of the significance factors influencing English foreign language learners in the teaching and learning process. According Horwist the third component of language anxiety was test anxiety, besides communication apprehension and students' fear of negative evaluation from the teachers or peers.[46] Generally test anxiety was defined a type of performance anxiety sourcing for fear of failure/evaluation. Furthermore, Kayaoglu and Saglamel stated that the fear of examination expanded intimidating atmosphere for the students.[47]

6. **How to Reduce Anxiety in Language Learning**

Even though anxiety is a major obstacle in language learning, it can be reduced by several ways. Language teacher can also reduce the students' anxiety. But it depends on the students' need, condition, and cultural background. There are some suggestions to reduce language anxiety for foreign language learning.

The first is Build correct value of foreign language learning, have high self-esteem and tolerance of ambiguity. To help students correct or master of foreign language learning, teacher should give the correct language learning and language teaching. Teacher should have the strategy to manage the students in understanding the language. Students have to know that language anxiety can be reduced. Anxiety must be controlled by students in order to not disturbing their learning. As a teacher should help the students to overcome their anxiety. Teacher cannot correct the students' performance directly. It should be in the end of the activity in order to students do not afraid and nervous to continue their performance. In addition, teacher should be tolerant of students' mistakes. In this way, students will feel enjoy, relaxed to do their performance or doing the examination.

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[46] Horwitz, E. K., Horwitz, M. B., and Cope, J. *Foreign Language Classroom Anxiety Scale*. (The Modern Language Journal, 1986), 70, 125-132.

[47] Kayaoglu. M. N., - Saglamel, H. *Students' Perseptions...................* 142-160,

The second is Establish feasible teaching styles and pleasant learning atmosphere. Teacher should establish feasible teaching style such as looking relaxed, friendly, humorist, and harmonist learning atmosphere. Students will not feel like being forced to learn if the teacher can manage the class condition. In teaching process, teacher should not be too serious. It is better if the teacher is friendly, face the students with smile in order to students do not nervous and afraid of the learning process. To make the good atmosphere of the class, teacher can use some games as the strategy in delivering the material or doing the quiz through game to remind the previous material. In addition, praising should be more given than criticize.

The third is Appreciate students, face competition and make scientific appraisal method. To make the students proud of their self, teacher should often appreciate the students. By appreciating, students will be more confidence. If the students believe in their self, without feeling afraid of making mistakes and afraid of negative evaluation, the anxiety will not accompany the students. It is because the students enjoy to do the activity and always wait for the teacher's appreciation of their work. In addition, giving competition can train the students' spirit and stimulate work harder. Automatically, students are chance to get the best praise. Their self-esteem and confidence can be improved.

The forth is Cultivate cross-culture consciousness. In learning a foreign language, the knowledge of the culture and society is important. If the students do not know anything about the culture, society or life style of the country, it will be hard to be a good a language learner. Furthermore teacher should help the students to analyze the difference between two cultures and find out the identification of the target language. Therefore cross culture conscious is cultivated in understanding the language. Anxiety will automatically be vanished.

7. The Effect of Anxiety in Language Learning

In language learning process, anxiety often affect the students; ability in receiving, processing and retrieving the information. Anxiety has pervasive effects to the learner in learning language as a foreign language. Anxiety is the most possibly affective factors that disturb the learning process of language. It is associated with feeling tension, apprehension, frustration and others.

In addition, anxiety has negative effect that influence self-esteem of the learners, communicate competence, confidence, examination and etc. Some learners are anxious because they are often nervous, worry and afraid of making mistakes in speaking, listening, reading, and writing. Students are also fear of negative evaluation from the teacher.

In oral communication, students are shy, nervous to speak in front of their teacher and friends. They are afraid of making mistake and being laughed by their classmate. It makes the students afraid of open their mouth to make clear speaking. In listening, because of nervous, students cannot focus on the text, their brain is also blank after listening exercise. Students cannot used their ability that affect the failure of learning.

B. Previous Study

The researcher found several previous studies related to this research. Observing on those previous studies, this research begins by demonstrating on the studies which have similar focus on students' anxiety but have different purpose of doing the research.

There are several studies related with this research. One of them was done by Ulum Sakinah,[48] This research talks about the correlation between online learning activity and their anxiety when they learn English as foreign language.[49] The finding of this research only 46 % students who agree online learning activities can reduce their anxiety in learning English. There are 40 % students think that online learning activity cannot help overcome their

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[48]Ulum A Sakinah, A Thesis: *"Online Learning Activities As Strategy To Reduce Students Anxiety In Learning English"* (Surabaya: Sunan Ampel State Islamic University, 2017)

[49] Ulum A Sakinah, A Thesis: *"Online Learning Activities.........................*2017

anxiety when they have to face English as foreign language. And While 28.9% of them feel fear when learning English in the class. From the result of that research, we can conclude that online learning helps students to overcome their anxiety even though there are some students still get anxiety when they do online learning. Because of this, researcher wants to analyze why the students gain anxious when they do online learning. If that research investigates reducing students' anxiety with online learning, my research is investigating why the students are anxious while doing online quiz through whatsApp group.

The next previous study was done by Fadhila Alfany untitle "*The Correlation between Students' participation and Their Examination Score in Peerwise Online Learning*". This research discusses about the significance of the students' participation and their score in Peerwise online learning. While the result of this research showed that the correlation between students' participation and their examination had positive correlation but the correlation was in a very low level which had a very limited correlation. It is different from my research. If that study focuses on the significance of students' participation, my study focuses on the cause why students are anxious.

The following previous study related this research was done by, Dewi Permana Putri Mega by the title "*Pengelolaan E-Learning dalam Pelaksanaan Ulangan Harian Online Mata Pelajaran Pendidikan Agama Islam di SMP Muhammadiyah 5 Surabaya.*" This research investigates the use of E- Learning in implementing online weekly examination in SMP Muhammadiyah 5 Surabaya. This research analyzed how the implementation of online weekly examination and also the effect of e learning in learning PAI. The effect of implementing online weekly examination is students are more individually in answering the question because they cannot talk with their friends. If this study focuses on the effect of e learning for the students, my study focuses on the students' anxiety reason while doing online quiz.

The study related students' anxiety was done by Ainun Chamidah with the title "*Oral communication anxiety in conversation class Case study: Adolescent students in gender perspective at Wachid Hasyim 2 Taman Senior High School.*" This research discussed about different anxiety of oral communication between female and male students in conversation class and also teachers' strategy to overcome the students' anxiety Wachid Hasyim 2 Taman Senior High School. It focuses on speaking skill. The result of this study stated that the different anxiety female students can be categorized with physiological and psychology characteristics. But male students can be categorized with psychology characteristics only. Researcher also finds that there are 3 strategies used by teacher to overcome the students' anxiety, those give motivation, reward and special threat or force students to speak English. This study is the same of case study. But It analyzed the different gender of students' anxiety based on the 2 kinds of strategy while the present study focuses on some students who have anxiety while doing online quiz.

The study about how to manage students' anxiety was done by Mirah Sakinah with the title "*An Analysis of Teacher's Strategy in Managing Students' Anxiety of Speaking English at SMP Wachid Hasyim 7 Surabaya*" This study focuses on the analysis how the teacher implement the strategy to manage the students' anxiety of speaking English at SMP Wachid Hasyim. The result of this study found that there are two kinds of strategies in order to manage students' anxiety of speaking English, those are physical and psychological strategy. This study is different from the present research. If this study focuses on managing students' anxiety, the present research focuses on the type and cause of students' anxiety.

The following previous study was done by Dyah Ari Cendani With the title *"Students' Anxiety Level in Speaking on General English Class: A Case study at English Teacher Education Department at UIN Sunan Ampel Surabaya."* This is a case study which focuses on students' anxiety level in speaking. This research finding found that the majority of the students' anxiety level in speaking at General English class are in medium level. The factors that commonly influence students' anxiety level is categorized into the fear negative evaluation. It means that students

of English Language Teacher Education Department at UIN Sunan Ampel Surabaya are fear of negative evaluation from the teacher when speaking in front of the class. This previous is similar with the present study which investigates a case study related students' anxiety. But it is different from the focus of this study. This study focus on the speaking skill, the present study focuses on online quiz through WhatsApp group.
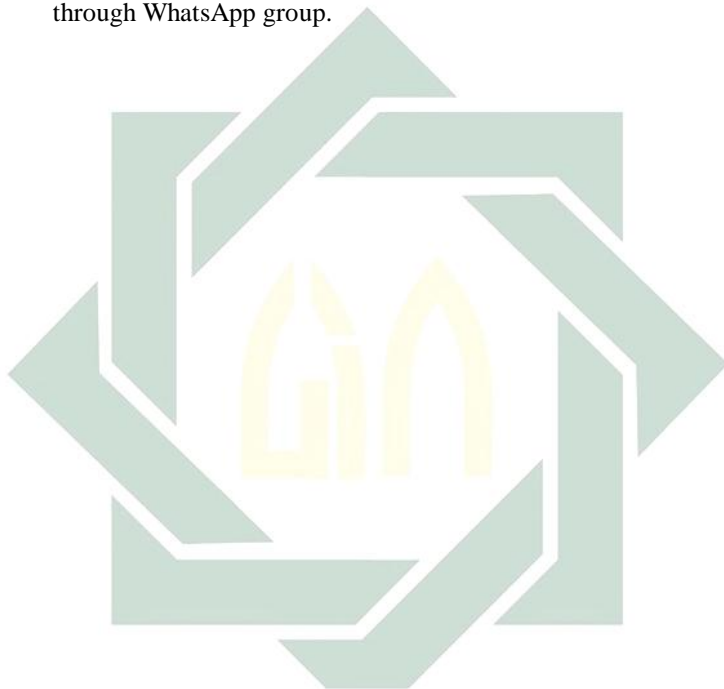
CHAPTER III

RESEARCH METHOD

This chapter contains about the procedural process in conducting the research. The part of the research are approach and research design, research presence, research location, data and source of data, research Instrument, data collection technique, checking validity of finding, data analysis technique and research stage.

A. Research Design and Approach

Based on the research question, the method used in this research was qualitative design. Qualitative research is an approach to know or understand the meaning of individual or group as a social or human problem.[50] The qualitative approach allows the researcher to capture the students' own voices and to examine their words and beliefs in attempt to understand the phenomenon and to answer these basic questions.[51]

The researcher used qualitative as the method of this research based on the preliminary research showed that there are some students who are anxious in doing online quiz through WhatsApp group. The researcher saw that the problem of students' anxiety need deeper explanation. Looking at this case, the most appropriate method to describe this problem is descriptive qualitative method. This method is a kind of method that explained the problem in detail way. It is not only get the number of statistic in analyzing the data but also the detail information.

The aim of this research is to investigate the anxiety most frequently have by students and also the causes of students' anxiety while doing online quiz. To design the research, researcher make a designing such as doing non participants observation, interview and taking the documentation.

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[50] Donal Ary, *Introduction to Research in Education,* (Newyork: Nelson Education, 2010)
[51] Khusnia, Aulia Nisa. *Students' Perspectives on Speaking Anxiety in the English Foreign Language Classroom*. (Ahmad Dahlan Journal of English Studies,2016),

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B. Researcher Presence

This study was conducted at MTsN 1 sidoarjo. Researcher was as the instrument and data collector. Researcher needed to come to the school to conduct interview to the students of MTsN 1 Sidoarjo. Researcher was also as the participant observer in conducting this research. The presence of the researcher was known as the researcher by the participant of this research.

C. Research Subject

This research was conducted at MTsN 1 Sidoarjo located at Jl. Masjid No.150, Kemiri, Sidoarjo, east java. This school was chosen based on the consideration that MTsN 1 Sidoarjo used WhatsApp group as the media to do online quiz. Online quiz had been used in this school which caused students gain anxiety. There are 8 classes at the 8 grade of MTsN 1 Sidoarjo, but the researcher chose D class of the 8 grade at MTsN 1 Sidoarjo. It was chosen because based on the preliminary research stated that 8 D class is classified as smart class but there were some students anxious when the teacher gave them online quiz. To know the students who were anxious while doing online quiz, the researcher did observation during teaching and learning process and when the quiz was continued. The researcher took a note about who have anxiety in that class and guessed related the causes of students' anxiety.

In selecting the subject of this research, there are some criteria that had by the participants, such as students who had experience in English class, students who had experience in doing online quiz through WhatsApp group, students who were anxious while doing online quiz, students who are in the 8 D grade of MTsN 1 Sidoarjo in the academic year 2018/2019, there were 5 students who were participate in this research. They were selected purposefully based on the criteria above using purposive sampling.

D. Data and Source of Data

Data taken this research was the data which was collected from the students' interview at 8 D grade of MTsN 1 Sidoarjo as the main data of this research. The data used in this research was from the students' response in answering the interview questions. The list questions of interview aimed to categories the anxiety that students faced. It was also about the causes why students gain anxious in online quiz through WhatsApp group. Furthermore, the interview answered both of the research questions of this research.

Source of the data needed in this research is obtained from the subject of this research by conducting interview as the data collection. The data got in this research was from the students 8 D class of MTsN 1 Sidoarjo who are anxious while doing online quiz. Besides, It also used the theory to support the data from the field.

E. Research Instrument

Qualitative researchers typically gather multiple forms of data, such as interviews, observations, and documents, rather than rely on a single data source.[52] In this research, the researcher used an interview guideline as the research instrument. The interview guidelines made by researcher based on the theory to gain the data information which adapted from Horwist. Besides, the researcher also used audio recording to record the interview from the students. In this part, the researcher did interview to the students of MTsN 1 Sidoarjo especially in 8 D class.

F. Data Collection Technique

According to Cresswell to get the data, the researcher must observe directly to the participants, do interview, and take some documents during collect the data with the participants.[53] The researcher conducted the research in MTsN 1 Sidoarjo. Before doing the research, there are some steps in collecting the data. At the beginning, the researcher gave research letter from university to ask the permission to the headmaster of MTsN 1 Sidoarjo. After the

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[52] Garry Anderson, *Fundamentals of Educational.........................*
[53] John W Creswell, *Research Design Qualitative, Quantitative, and mixed methods approaches*, (SAGE Publications Inc, United Kingdom, 2009)

school accepted the researcher to take this school as the subject of her research, there are two ways to gain the data of this research, the first is observation.

Before going to the main research, the researcher conducted preliminary research. Preliminary research is attempted to get information about the implementation of quiz online through WhatsApp group. The researcher observed in the class which was categorized as the smart class which has some students' anxiety. It was also to know the teaching learning process especially when the teacher gave online quiz to the students. In this way, the researcher was as non-participant observer who wanted to know the condition of the class and observed the students who were anxious by looking at the teacher's WhatsApp group while doing online quiz. The researcher also took some note about the students who were anxious when they did online quiz. Besides, the researcher did this observation to get the data information related the students that being interviewed to conduct this research.

In collecting the main data of this research, researcher selected five students at the 8th grade of MTsN 1 Sidoarjo. The researcher decided to ask five students who had the problem of anxiety during learning English/ doing the quiz to be interviewed. Then the researcher made appointment with the students and adjusted with their available time to do the interview.

The second technique is Interview. After getting the data from observation and make appointment with the participants, researcher did interview to collect the data information. According to John.W Creswell, interview data is in which the researcher do face to face with the participant and it can be by telephone or communicate.[54] In the qualitative research, researcher typically conduct interview in a wide range of participants.[55]

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[54] John Creswell w, *Research Design*, third edition, (AGE Publications, Inc. 2009),

[55] Garry Anderson, *Fundamentals of Educational*..........................

The researcher did interview to the participant chosen as the purpose sample of this research by face to face. It was 5 students hoping it could be more intense and also did not take much time. The researcher used semi-structured interview because the researcher might ask questions which could be changed depending on the direction of the interview and additional questions asked[56]. On the other hands, the researcher used documentation to get the file data in order to support the main data got from the participant.

G. Data Analysis Technique

As discussed above, this research used the descriptive qualitative method. After the researcher collected interview data, the researcher analyzed the data with thematic analysis using descriptive design from Creswell.[57] Particularly, it is applied in this research as the following steps. The first step is organize the data. After the researcher got the data from interview, the researcher prepared and organized the data to be analyzed. The data was differentiated based on the type of data to answer the research question. To answer research question, the researcher used interview transcript from students' response as the main data which is supported by theory or literature review and documentation to get the answer of the first and second research questions.

After organizing the data, the second step was to transcribe the data and reading all the data. After data from interview is prepared and organized well, the researcher transcribed the data into the words and the appropriate sentences. All information from the participants needs to be categorized completely whether it can answer the research question or not. Then, the researcher needs to read all the data to know about the general idea that participants saying. This step provides a general information to reflect overall meaning of data from interview.

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[56] Kajornboon, Annabel Bhamani., *Using Interviews as Research Instruments Language*, (Institute Chulalongkorn University, 2005) 5
[57] John Creswell, *Educational Research and Foresight Working Papers. (UNESCO:2010),*

The third step is coding the description of data. In this step, the researcher started to analyze the data or information from transcription that categorizes into several facts. It was to see the meaning of the participants' saying in answering the question from interview. In this part, the researcher gave the mark using some color in the sentence based on each aspect of answering both of research questions. Each aspect has different color to make the researcher easier in analyzing the data.

The forth step is interrelating data with the theory. After coding the data, the researcher related the data from the interview with the theory from expert to answer both of the research questions. The data from student's interview was matched with theory from MacIntyre about the types of students' anxiety to answer the first research question. While in answering the second research question, the data from students' interview matched with the theory from Abeer Madini related the causes of students' anxiety while doing online quiz. After the data transcribed well, the researcher also need to analyze the theory. Then, relate it well to conclude the study.

While the fifth step is Interpreting the Findings. After analyzing the result of the data from interview that had been related with theory, the researcher needed to interpret the data from research finding and discussion. The interpretation can be researcher's personal interpretation or it also can be a meaning from comparison of findings with information from the theories. The researcher wrote the result of data finding in the chapter 4. The data was matched with the theory and both of research questions had been answered in the result of the finding.

The last step of analyzing data is to conclude the research. After interpreting the result of the finding, the researcher wrote the result into two points to answer both of the research questions.

H. Checking Validity of Finding

To check the validity of finding of this research, the researcher used triangulation technique. Triangulation is one of the common way used to check the validity of data in qualitative research. In using triangulation, the researcher needs more than one data to be compared to check the validity of the data. In this research, the researcher used the data from the result of the students' interview, observation and theory to be compare to know the validity of the research finding.

I. Research Stage

In this research, there are several stages done by the researcher. The process of this research done as the following stages:

1. Preliminary research

The researcher formulated the title and research questions based on the phenomenon occurred in the school who utilize WhatsApp as media in doing online quiz. To clarify the problem of this research, the researcher came to the school to ask permission for doing the research. Then, the researcher did observation non participant to the class who utilized WhatsApp as the media in doing online quiz. The researcher took a note and found the students who were anxious during answering the question of the online quiz.

2. Conduct the research

Firstly, the researcher collected the data by doing observation to the class which had a lot of students feeling anxious while doing online quiz. The researcher analyzed the type of each students' anxiety. To get the deeper information, the researcher did interview to the students who gain anxious in learning English especially while doing online quiz. The researcher also used audio recorder to support the finding of the data got in the field.

3. Concluding the result of the research

      The researcher analyzed the data finding from interview and observation. Those data were analyzed based on the theory used in this research. Then, the researcher wrote the result of the data finding which compared with the theory for each research questions.
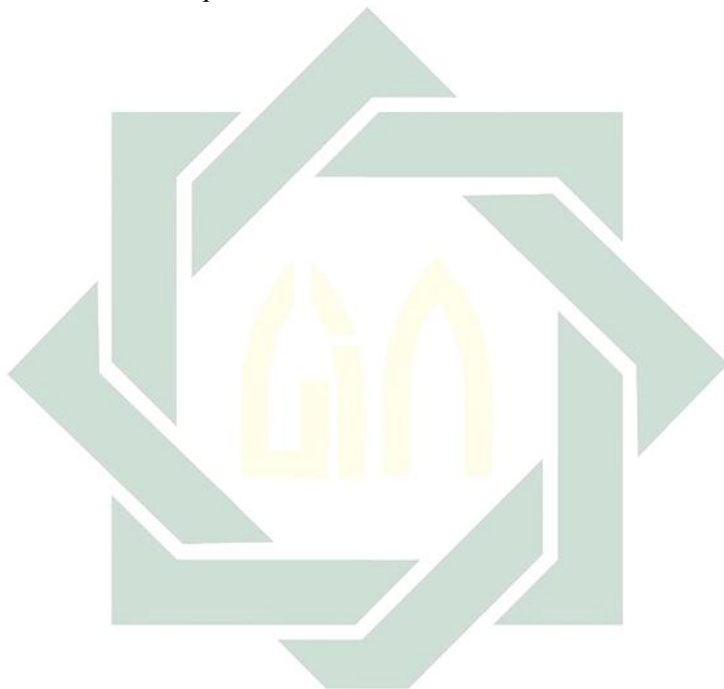
CHAPTER IV

FINDING AND DISCUSSION

To answer the research questions of this research, the researcher shows the finding and discussion related to the types and causes of students' anxiety while doing online quiz. In this chapter, The findings presents the result of the process of organizing the data from the participant. The discussion presents description and interpretation of the finding and it is related to the theories.

A. Finding

In this section presents the information of finding from research instrument which had been validated in 11 April 2019 by expert lecturer from English Language Education department. The data got from the students of MtsN 1 Sidoarjo was analyzed in order to gain meaningful interpretation and extract interference about the types of anxiety that most frequently faced by students and the causes of students' anxiety while doing online quiz.

1. Type of Anxiety Most Frequently Faced by Students

In term of identifying the types of anxiety most frequently faced by students, the researcher needs data about the characteristic had by students. The researcher used interview guideline and observation to know the characteristic of anxiety had by students. In addition, researcher only focuses on the types of anxiety most frequently faced by students in the eighth grade of MtsN 1 Sidoarjo. There are five from 38 students that the researcher interviewed. In order to find out the detail finding, the researcher had some characteristics categorized as bellow:

4.1. Types of students' anxiety while doing online quiz.

Type	Characteristic
Trait anxiety	1. Often hesitate herself 2. Afraid of asking to the teacher about everything, afraid of joining English class
State anxiety	3. Always afraid when we will face the quiz/test 4. Afraid of asking mistakes and being laughed by our friends 5. Bad experience in learning English/doing online English quiz
Specific situation anxiety	6. Feeling anxious, nervous while doing online quiz 7. Fear of negative evaluation 8. Feeling embarrassed while answering the question seen by friends

In the table of 4.1 shows the students' response related the type of anxiety that they faced. There are some characteristics of anxiety on that table which the students felt in Learning English. Some students have different characteristic in experiencing their anxiety. Additionally, there are 3 types of anxiety. Each type has the some characteristics which is got from the students' responses that can be analyzed to conclude the anxiety experienced by the students.

To answer the first research question, the researcher got the data from the observation before doing the interview as the main data. Based on observation data held on 12 April 2019, the researcher joined English class in 8 D class during teaching and learning process. Most students of 8 D class were silent directly when the English teacher were coming to their class.

A few students looked nervous, tremble, panic, anxious when the teacher asked them about the previous material. In the while activity students enjoyed having the activity of the class. Before closing the class, the teacher announced that there will be a quiz. At the time, most students were shock and panic while listening the teacher's instruction.

Before beginning the online quiz, students were feeling afraid and also curious with the question. It was very crowded at the group of WhatsApp before quiz time. In the first question, all students were like doing competition to answer the question. They have different imagination in answering the quiz. The quiz was making sentences with their imagination about capability and willingness based on the emoticon in whatsApp group. The first, teacher gave the score directly by giving thumbs up emoticon to who has the true answer. It took too long time to do it. Then the teacher only gave the questions and there would be scoring after the last number of the question.

In the fifth question, students looked confused to answer the question. They looked very anxious. It can be caused that the difficult question, shy, afraid, and tired to answer, it can be also caused from their internet connection. Only a few students answered the question and also only a few students could answer correctly moreover in the last question.

Based on the observation, the researcher concluded that most students are anxious in doing online quiz. It can be categorized as the type of specific situation anxiety. Besides, the researcher did interview with the students directly with the result that:

4.2. Table of Categorization of Anxiety based on students' interview result

No	Name	Question of trait anxiety		Question of state anxiety			Question of specific situation		
		1	2	3	4	5	6	7	8
1	Student A	X	X	X	X	X	✓	✓	X
2	Student B	✓	✓	✓	✓	✓	✓	X	✓
3	Student C	✓	✓	✓	✓	✓	X	X	✓
4	Student D	✓	✓	✓	✓	✓	X	X	X
5	Student E	✓	X	X	✓	X	✓	✓	✓

From the table above can be explained that there are different characteristics situation when students gain anxious. The type of students' anxiety can be shown from the students' answering through interview. The question made based on the characteristic of each type of anxiety.

Based on the interview data, student A said that she felt anxious in doing a test, speaking in a public especially English test. She never felt afraid of joining English class but she was often nervous when English teacher gave online quiz in English class. It made her feel more anxious than on offline. The score that she got from online quiz was worse than offline quiz. Although she had low ability in English, she never hesitate herself. She always believes in herself. She often asks to the teacher about everything that she did not understand. If she cannot comprehend the teacher's explanation, she would gain anxious. Besides, this student was not afraid if she wanted to face the quiz. She actually thought that the quiz was exciting.

She also believed in herself. She was never afraid of being laughed by her friends about her mistake in answering the questions. She was very anxious while she did the online quiz because she was fear of negative evaluation. She was afraid of getting a bad score. This person is kind of students who has anxious in the specific situation.

From the result of interview from student B, It showed that student felt anxious when the teacher gave direct examination. She was also panic when the English teacher was coming to the class because she often did not bring dictionary and English book. Besides, she was afraid of being asked to come forward by the English teacher. She was kind of students who did not believe in herself. She though that other students were better than her whereas she did not feel that she had good ability in English. She likes English more. She was also afraid to ask everything to the teacher because she was afraid of being asked back by the teacher. Then, she could not answer it. In another hand, she was anxious when she would face the quiz. She was confused what she had to learn. Some material could not be understood by her even though she had forced herself to study to prepare the quiz. Before facing the quiz, she was afraid of her friend laughed at her because of her mistakes because she ever did her mistakes in front of public. That was making her tremble in having English online quiz. According to these characteristics experienced by this student, she is categorized as having state anxiety.

Based on the student's interview C said that she got anxious when she wanted doing presentation, test and also when she was as the committee of the event. She was often nervous in English class. She was always afraid of joining English class although she had well prepared about the material. She often though that she hesitated herself. She always embarrassed while learning English. If she did not understand teacher's explanation, she would ask to her friend. Because it made her anxious to ask the teacher directly. In addition, facing the quiz made her tension, anxious, nervous and afraid of do it. However the question of the quiz was very difficult and she could not do it.

On another hand, making mistakes is normal way in learning English. But she always felt afraid of making mistakes. She was afraid of being laughed by my friends in the class. She liked the quiz but the limited time of the quiz made her confused and regreted if she was late to answer the quiz. She was not students who was afraid of scoring. Evaluation is needed to be better on future. This students was kind of students who has type state anxiety.

Data interview student D found that this student felt anxious when she made a mistake. She was also always nervous in English class because she was afraid of the English teacher. She was afraid if the teacher asked her to read the book. She had low ability in reading English text. That's why she often anxious while joining English class. But if she had prepared the material, she did not nervous anymore.

In addition, she was often afraid of asking something that she did not understand to the teacher. She ignored it. She was used to be like this because she did not understand about English. In facing the quiz, students felt anxious because she was confused to answer the question. She was afraid if her answering was far different from the right answer. She had bad experience in learning English. She ever did her mistakes when she was in English class. Her teacher asked her to read the text. She never read before. She was often wrong in pronouncing the words. All her friends laughed at her. Her teacher was angry at the time. That made her afraid of learning English moreover in doing English quiz. She actually did not think much about the score. The main point was she could pass the quiz and did it as possible as she could. The type of anxiety faced by this students is state anxiety.

According to the result of interview data from student E, it found that she gain anxious when there was direct examination. She was also often tremble in English class. She was not afraid of the teacher but she was afraid if the teacher asked her about the material. She had low ability in English. But she was not afraid of asking everything to the teacher. She hope that she could master in English. So she asked anything to the teacher about the material that she could not understand. In facing the

quiz, she was not really anxious. After she got the questions, she got afraid to answer because she thought if her answer is wrong. And she would get the bad score. It made her shy to be seen by her friends. Because the score announced by group of WhatsApp. On her mind, score is everything. She had to get the high score. So, It influences her feeling anxious when she did the online quiz/ examination. This students is categorized as students who has situation- specific anxiety.

To sum up the analyzing of the subject above, there are some types having by the students of MTsN 1 Sidoarjo. The researcher found that there are 60 % from five students who categorized as having state anxiety. While 40% from five students are categorized as having specific situation anxiety. It can be stated that the most types that frequently faced by students of MTsN 1 Sidoarjo is state anxiety.

2. **Cause of Students' Anxiety While Doing Online Quiz**

Based on the result data finding of students' interview can be stated that there were many factors which caused students while doing online quiz.

4.3 The cause of students' anxiety

Cause	Students' Reason
Classroom atmosphere	1. The class is very crowded 2. Students are shy and afraid to make mistake seen by their classmate 3. The internet condition is not really good
Unsupportive teacher	1. Teacher's explanation is not clear enough 2. Teacher's explanation is too fast
Test anxiety	1. Students are afraid of the score 2. Students fear of negaive evaluation

Based on the table 4.3, it showed that there are some reasons why students are anxious while doing online quiz. There were some factors influencing students' anxiety. Those data found from the finding of interview result from the participant of this research. To know the deeper information, the researcher explained the finding in the following:

1. The first factor is from student A, she said that it was because of the time. Online quiz had limited time to answer which was different from offline quiz. We could answer the question from the easiest one. Besides, the condition of the class influence us to think a lot in answering the question. There was 85% from 37 students were calm but 15 % from 37 students were crowded. They asked each other which made her confused to do the question. It really disturbed of her concentration to think deeply. The internet condition was also as the problem in doing the quiz. If the quiz was only for one class, it was no problem. But if it was like examination test of semester, the internet could not running well because of more users.

   In addition, unsupportive teacher became the factors influencing students' anxiety while doing online quiz. She though that a teacher should not explain in 2 languages. If the teacher explained the material in English, she could not catch the explanation because she had low vocabulary mastered. Although she had asked to the teacher to explain again, the teacher explained it in English again which made her more confused and tremble due to teacher's explanation.

   On another hand, evaluation made them afraid of getting bad score. The evaluation of the quiz announced after answering all the questions. It made her afraid of the score because of announcing in the group of WhatsApp directly. It could also be seen by other friends.

2. Student B said that the reason why she was anxious while doing online quiz was because of shy, afraid of making mistakes. She also did not believe in her answer. The condition of the class was very crowded while doing online quiz. Some students were busy to discuss the answer with their friend. Besides, the internet condition was not really good at school. But if the quiz done at home, it was more effective which made her calm and it had also good internet condition. Besides, the teacher's explanation was too fast. Sometimes the teacher's writing on the white board was not clear for her. So, she could not understand well about the material. On the other hands, she was not afraid of the scoring. Score was not really important for her. Another factors of students' anxiety was about the time of English quiz. It was done on afternoon after take a rest. It made her sleepy because too many food that she ate.

3. Student C said that she felt anxious because she was afraid of making mistake in typing the answer of the question. It was different from offline quiz. The condition of the class is very noisy. Some students were talking each other. But it didn't matter. She still had her concentration to do the online quiz. Actually English teacher had explained well about the material but she was difficult to understand. She also was not afraid of the scoring. She did not think much of the score. The thing made her anxious was the difficulties to understand the meaning of the emoticon of WhatsApp group. It needed more imagination to think critically. Another factor made her anxious was the internet connection and also her smartphone. If there were a lot of message come together in answering the question, it caused her smartphone got problem.

4. Student D stated that she was afraid of difficult question and she could not answer. The condition of the class made her confused. It was really crowded. Some students were busy to ask their friend in answering question which disturbed her concentration. In addition teacher's explanation is clear enough. The material that she taught was understanding her at just a moment. The day of the

quiz she forgot some teacher's explanation. Because she could not answer the question, it caused her became nervous and anxious. Besides, the internet connection of the school was really bad but she utilized her own internet quota.

5. Student E argued that she was also afraid of making mistakes in answering the questions. The class condition is chaotic. She cannot have her concentration while doing online quiz. She said that the English teacher of her class had clear explanation. She was very emphatic which made her struggle to study English. It made her understand about the material. But she was very afraid of the bad score. Because she thought that score was the evidence of our understanding about the material. She was very shy if she got the bad score. On another hand, she though that there was no problem with the internet condition. It was running well. So, the factors made her anxious was because of classroom atmosphere and test anxiety.

To sum up of the finding above, there are variety reasons from the students' response of interview. The first and second students stated that their anxiety was caused by many factors, such us classroom atmosphere, unsupportive teacher, and test anxiety. The third students stated that internet connection and the smartphone condition as the main factors influenced their anxiety during online quiz. The forth students stated that classroom atmosphere and internet connection as the cause influenced their anxiety. While the fifth student state that classroom atmosphere and test anxiety become the factor caused their anxiety. From the finding above, the researcher stated that the most factors caused students' anxiety is classroom atmosphere, test anxiety and the internet condition.

B. Discussion

In this section, the researcher discusses the result of data finding which is compared with several theories related the research question. In the field, the researcher found out that there are different types of anxiety based on the students' characteristic in answering the question of the interview. It is not only the types but also the cause of students' anxiety while doing online quiz.

1. Types of Students' Anxiety While Doing Online Quiz

Based on the data finding, there are variety types of anxiety faced by students. According to Horwist there are three types of students' anxiety. The first type is trait anxiety which defined as the individual's likelihood of becoming anxious in any situation.[58] Trait anxiety refers to a relatively stable emotional state that an individual experiences more frequently or more intensely than most people on the average and is part of the individual's personality.[59] Trait anxiety happens from students' personality. Based on the data interview, most students got anxious because of their personality such as unbelief in their selves, feeling has low ability in English, nervous in English class, afraid of the teacher, afraid of asking the material and others. Those are the characteristics situation had by students. Researcher thinks that it is still normally. Based on the observation result, students were anxious because they were less preparation in attending English class. There were no students who has the highest anxiety. Students only got a little bit nervous when they were asked by the teacher.

The second type of anxiety is state anxiety which defined as experienced by an individual at a particular moment as a reaction to a certain situation.[60] This anxiety happens only in a particular moments such us when they want to face the examination, speaking in public. Some of them are feeling

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[58] Spielberger, C. D. (1983). *Manual For The State-Trait Anxiety Inventory*.Palo Alto, California: Consulting Psychological Press.

[59] Dr. Bekleyen Nilüfer, *Foreign Language Anxiety,* Dicle University, Ziya Gökalp Education Faculty, English Language Teaching Department

[60] Spielberger, C. D. (1983). *Manual For The State-Trait Anxiety Inventory*.Palo Alto, California: Consulting Psychological Press

afraid of it moreover they have a bad experience in doing those activity, it will influence their anxious to face those activity. From the data interview, most students were anxious and confused when they were in English class. Several students were nervous when they will face the online quiz even though they have studied the material. Besides, some of them were also afraid of facing the quiz because they had bad experience in doing that activity. Sometimes it made them become anxious to do it again. They were afraid if their friends laugh at them because of their mistakes in answering questions.

The third type is specific situation anxiety which refers to experience in a well-defined situation.[61] This type of anxiety happens in the specific time such us fear of snakes, height, darkness. In the learning process specific situation includes like taking a test/quiz, speaking in public and others. Based on the result of the interview, there were few students afraid of answering the question. They were afraid of making mistakes because some of them were fear of the score/negative evaluation. They were anxious having the difficult question that they could not answer. They were also shy writing their answer in the WhatsApp group and it would be seen by their friends.

4.4 The result of the finding data can be tabulated below:

No	Name	Type		
		Trait	State	Specific situation
1	Student A			✓
2	Student B		✓	
3	Student C	✓	✓	
4	Student D		✓	
5	Student E			✓

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[61] MacIntyre, P. D. & Gardner, R. (1991a). *Language Anxiety: Its Relationship To Other Anxieties And To Processing In Native And Second Languages*. Language Learning, 41,513-534

Based on the table above can be described that there was only one student who can be categorized as trait anxiety based on the result of interview. But it cannot be said as trait anxiety because according to the observation and theory, she did not have the highest anxiety. What she does was the normal anxiety that everyone feel. It means that she is categorized as students who has state anxiety in Learning English.

Otherwise there are 3 students who have state anxiety which described as students who are afraid when they will be in English class, face the quiz/test, speaking in public, and others. Sometimes they were very afraid of doing anything related the bad experience that they ever did such us taking a test or speaking in public. As the result there were 60 % students who got the type of state anxiety.

There were also two students who categorized as specific situation anxiety. The first students, she is kind of brave student. She believe in herself and never hesitate herself. She was never afraid of asking everything to the teacher but she was always anxious while doing online quiz moreover online quiz. She said that she was really afraid of the scoring/negative evaluation from the teacher. While the second student is kind of shy person. She often hesitates herself in learning English. Based on the interview result, she was never afraid or anxious when she would face the quiz. But she was really nervous during the quiz continues. She was embarrassed of her answer that was seen by her friends. She was also afraid of negative evaluation because she thought that score is everything. She often has assumption to have a good score. That's why she is said as the student who is anxious in the specific situation. As a result, there were 40 % students who got the type of specific situation anxiety.

2. Cause of Students' Anxiety While Doing Online Quiz

Based on the data finding, there are some causes influence the students' anxiety. to know the result of the data finding related the causes of students' anxiety, the researcher summarize with the point in the table.

4.5 The result of data finding can be analyzed below:

No	Name	Cause			
		Classroom atmosphere	Unsupportive Teacher	Test Anxiety	Other factor
1	Student A	✓	✓	✓	X
2	Student B	✓	✓	✓	X
3	Student C	X	X	X	✓
4	Student D	✓	X	X	✓
5	Student E	✓	X	✓	✓

Based on the table above, it can be stated that the students have different causes of anxiety while doing online quiz. The factors influence their anxiety were the condition of the class, teacher's explanation, online quiz, fear of negative evaluation, difficult question, internet condition, and others. Some of them were experienced by the students while doing online quiz.

Classroom atmosphere is the most reason caused students' anxiety while doing online quiz. It can be seen from the result of students' interview. 80 % students blamed the condition of the class which could not be managed. It was very crowded which disturb the students' concentration to do the online quiz. Most students were talking and discussing each other. Because of that condition, it made students confused and feeling more anxious because they could not answer the question calmly. In

addition classroom competitive also caused students become anxious. They will feel embarrassed in answering the question because the answer was written in the group of WhatsApp which can be seen by their classmate. According to Curtrone inter-learner competition is one of the main causes of Japanese EFL learners' language anxiety.[62] It means that classroom atmosphere is the main causes of students' anxiety while doing online quiz.

Besides, teacher's explanation is also influence the students' anxiety. Based on the theory, a number of studies in the field of foreign language anxiety proved that teachers constitute as an essential cause in students' low ability in language learning. While the result of the interview, there were two students who has the problem with teacher's explanation. The students did not understand with the teacher's explanation because the teacher often explains in English, while the student has low vocabulary. The students stated that teacher's explanation was too fast. That made the students more anxious because they did not understand the material well. As a result, there were 40 % students who get the cause from the unsupportive teacher.

In addition, test anxiety is also being afraid by students. It can be stated from the theory that According to Horwitz the third component of language anxiety was test anxiety, besides communication apprehension and the students' fear of negative evaluation either from teacher and peers.[63] While based on the result of students' interview showed that there were 3 students who have the problem in taking a test/quiz. Some of them were afraid of the evaluation. They will feel shy if the get the low score because the score is announced in the group of WhatsApp directly after answering the question. One of the students also think that score is the evidence how far she can understand the material. So, there are 60 % students who have the test anxiety factor that caused them anxious while doing online quiz.

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[62] Cutrone , P. (2009). Overcoming Japanese EFL learners' fear of speaking. Language Studies Working Papers, 1, 55–63.
[63] Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety scale. The Modern Language Journal, 70, 125-132.

On another hand, there are other factors caused the students' anxiety such us limited time, internet condition, smartphone/laptop condition, and others. Several students said that the time to do online quiz is too short. Because of the limited time, it made them more anxious to write the correct answer. In addition, the internet condition also disturbed the implementation of online quiz. A few of them said that the Wi-Fi of the school is not good enough. Because of answering the quiz on WhatsApp group together, it made the smartphone move slowly which made the students more anxious because they could not write the answer on time.
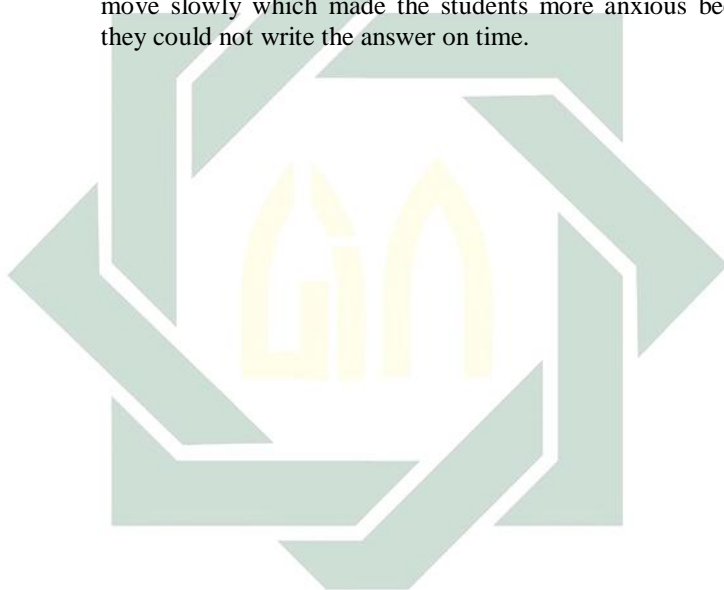
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter, the conclusion and suggestion of this research will be presented. In conclusion, the researcher concludes the research based on the findings and discussion. Otherwise, in suggestion, it includes the suggestion regarding the research for teacher, students, school and the next researcher.

A. Conclusion

Based on the finding and discussion of the research, the researcher try to conclude the result of the data analysis to answer the research question of this research.

1. The first result is about the types of anxiety that frequently faced by students. After conducting this research, the researcher found that there are 60 % students who categorized as state anxiety. Then, there are 40% students who categorized as specific situation anxiety. So, the type of anxiety most frequently face by students is state anxiety.

2. The second research question is about the causes of students' anxiety while doing online quiz. According to the result of data, there are 80 % students blamed competitive classroom/classroom atmosphere as the main causes of students' anxiety while doing online quiz. Besides, 60 % students said that test anxiety is also as the causes of students' anxiety. And also 40 % students felt that unsupportive teacher become the cause of their anxiety. To sum up, there are some causes influence students' anxiety while doing online quiz such us the condition of the class, teacher's explanation, test anxiety, fear of negative evaluation, difficult question, internet condition, limited time and others. But, the main causes influence students' anxiety is competitive classroom/classroom atmosphere.

B. Suggestion

After conducting the research about students' anxiety while doing online quiz, there are several significance suggestion which will be stated as follows:

a. For students:

Based on the finding above, students are feeling anxious when they want to face the quiz and also during online quiz continued. It would be better if the students feeling enjoy with the quiz because it is just to check students' understanding. Making mistake is normal in learning because it is a process to get the better one. If the students enjoy having the online quiz, the anxiety will not come to their personality which influence their answer of the quiz. Because a person who get nervous or anxious in doing something, it will influence and lost some memory on their mind.

b. For teachers:

Based on the result that teacher is also as the causes of students' anxiety. Researcher suggest to the teacher to be more understand with the students' condition such us in giving explanation, giving evaluation, giving the quiz, and others. In addition, teacher must be patient and never be angry with the students. The most important is teacher has to support the students and always motivates them to be better to loss their anxiety in learning.

c. For school :

According to the result of interview, internet Wi-fi in the school is not running well. The school should repair the internet connection to be better to support the online quiz.

d. For other researcher:

Based on the result of this research, the researcher suggest to the next future research who are interested to conduct the similar research related students' anxiety while doing online quiz. It will be easier if you have an example of real case study about students' anxiety. Take the subject of your research with the class/school which has the highest anxiety. Analyze them and give some solutions how to reduce their anxiety.
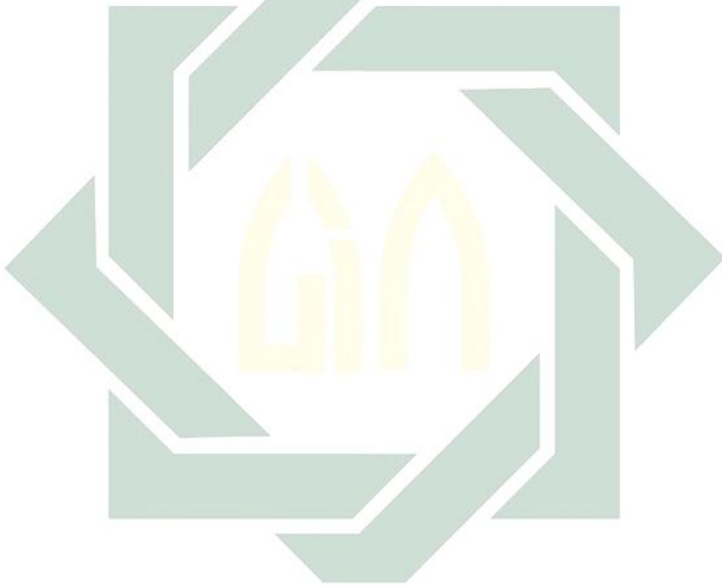
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