

# **EFL STUDENTS' ANXIETY IN DEBATE : A STUDY IN AN ISLAMIC UNIVERSITY**

**A THESIS**

Submitted in Partial Fulfillment of The Requirements for the Degree  
of *Sarjana Pendidikan* in English Education



by:

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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
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*Assalamu 'alaikum Wr.Wb.*

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi

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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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## MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“Allah tidak akan membebani seseorang, kecuali sesuai dengan kesanggupannya”

(Q.S. Al-Baqarah: 286)

وَقُلْ رَبِّ زِدْنِي عِلْمًا

*“Dan katakanlah: Ya Tuhanku, tambahkanlah kepadaku ilmu.”*

(QS. Taha: 114)

*"The important thing is not to stop questioning. Curiosity has its own reason for existing."*

– Albert Einstein

*"Jangan takut bermimpi, karena mimpilah yang membuat kita terus maju dan berjuang."*

– Prilly Latuconsina

## ABSTRACT

Ayu, Dwi Nilasari. 2024. "EFL Student Anxiety In Debate : A Study In an Islamic University". A Thesis. English Education Department Faculty Of Education And Teacher Training State Islamic University K.H. Abdurrahman Wahid Pekalongan. Supervisor Mrs. Dewi Puspitasari, M.Pd.

**Kata Kunci :** *Kecemasan Mahasiswa, Debat, Jurusan Bahasa Inggris*

Penelitian ini bertujuan untuk : (1) Faktor-faktor yang mempengaruhi kecemasan siswa dalam kelas debat bahasa Inggris dan (2) Strategi yang digunakan oleh mahasiswa untuk mengatasi masalah kecemasan dalam perdebatan bahasa Inggris. Jenis penelitian ini adalah penelitian lapangan menggunakan pendekatan kualitatif. Hasil penelitian menunjukkan beberapa faktor yang membuat mahasiswa cemas dalam kelas debat bahasa Inggris, termasuk : dosen yang memberikan materi terlalu cepat, mahasiswa kurangnya persiapan untuk mempelajari materi debat, penguasaan kosakata yang terbatas, kompetensi rendahnya mahasiswa dalam menyusun kalimat bahasa Inggris, respon negatif dari dosen dan mahasiswa lain dalam menanggapi peserta debat, kurang percaya diri dalam menjawab pertanyaan debat, tekanan sosial yang membuat siswa berpikir perfeksionis, dan kurangnya pengalaman siswa dalam berpartisipasi dalam perdebatan bahasa Inggris. Strategi yang digunakan oleh siswa untuk mengatasi masalah kecemasan dalam perdebatan bahasa Inggris adalah dengan meningkatkan hafalan kosa kata, melakukan latihan rutin, memanfaatkan media digital, bergabung dengan komunitas, membuat catatan dan mengulangi kosakata yang baru mendengar, dan mendapatkan umpan balik dari rekan dan pengajaran dosen. Berdasarkan analisis yang dilakukan, dapat disimpulkan bahwa penting untuk memahami berbagai faktor yang memengaruhi kecemasan siswa dalam kuliah debat bahasa Inggris, untuk menciptakan lingkungan belajar yang lebih efektif dan mendukung siswa.



## ABSTRACT

Ayu, Dwi Nilasari. 2024. "EFL Student Anxiety In Debate : A Study In an Islamic University". A Thesis. English Education Department Faculty Of Education And Teacher Training State Islamic University K.H. Abdurrahman Wahid Pekalongan. Supervisor Mrs. Dewi Puspitasari, M.Pd.

**Keywords:** Students Anxiety, Debate, English Departement

This research aims to: (1) The factors that affect students' anxiety in English debate courses and (2) The strategies used by students to overcome anxiety problems in English debate. The type of research in this study is field research using qualitative research. The results showed several factors that made students anxious in English debate courses, including: lecturers who deliver material too quickly, students lack of preparation to learn debate material, students' limited vocabulary mastery, students' low competence in composing English sentences, negative responses from students and lecturers in responding to debate participants, students' lack of confidence in answering debate questions, social pressure that makes students think perfectionist, and students' lack of experience in participating in English debates. The strategies used by students to overcome anxiety problems in English debate are by increasing vocabulary memorization, doing routine exercises, utilizing digital media, joining communities, taking notes and repeating newly heard vocabulary, and getting feedback from peers and teaching lecturers. Based on the analysis conducted, it can be concluded that it is important to understand the various factors that influence student anxiety in English debate lectures, in order to create a more effective and supportive learning environment for students.

## PREFACE

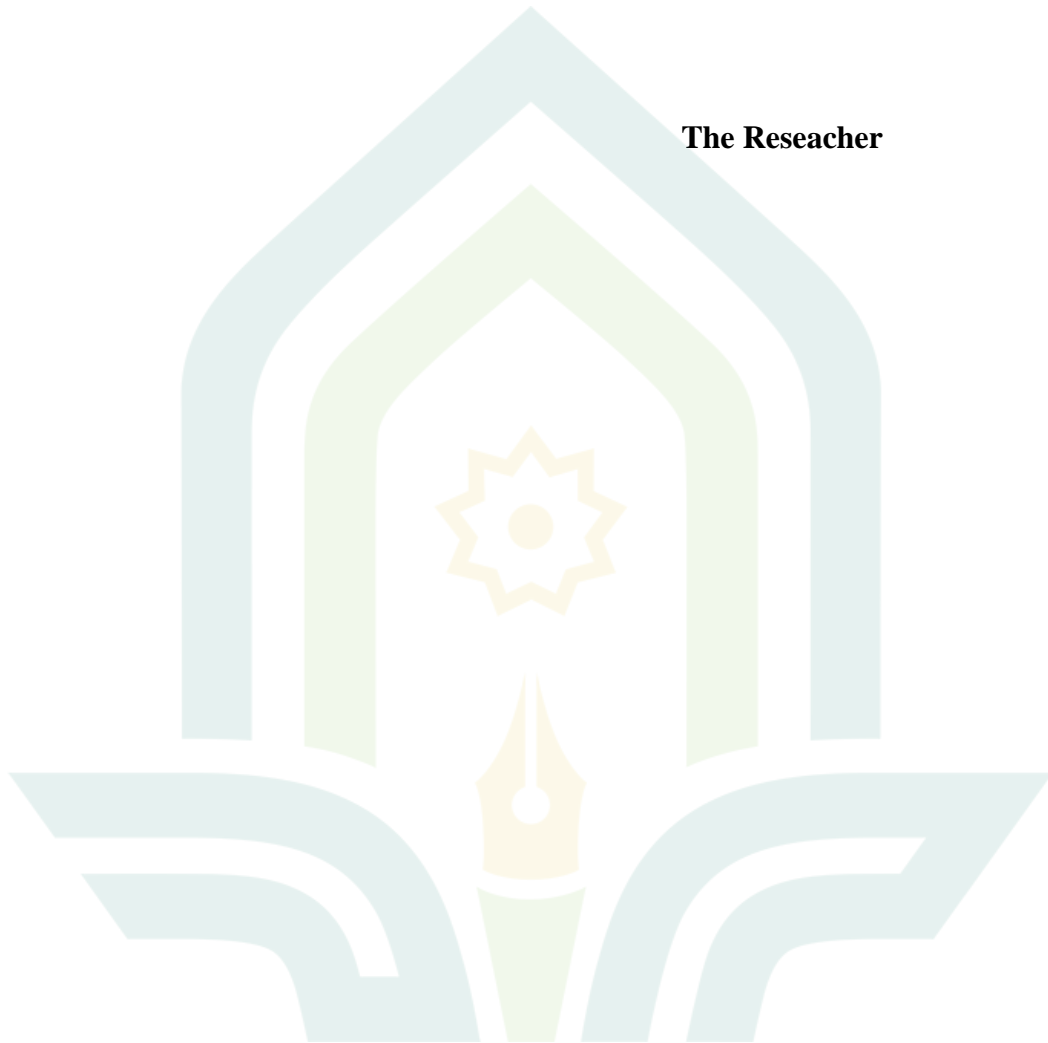
Praises and gratefulness the author pray to the presence of Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my research proposal research entitled “EFL Student Anxiety In Debate : A Study In an Islamic University” can be completed. It is submitted to English Education Department, UIN K.H Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the thesis. This thesis study was able to be completed due to a lot of support from several people. Therefore, in this occasion, I would like to express my sincere gratitude to:

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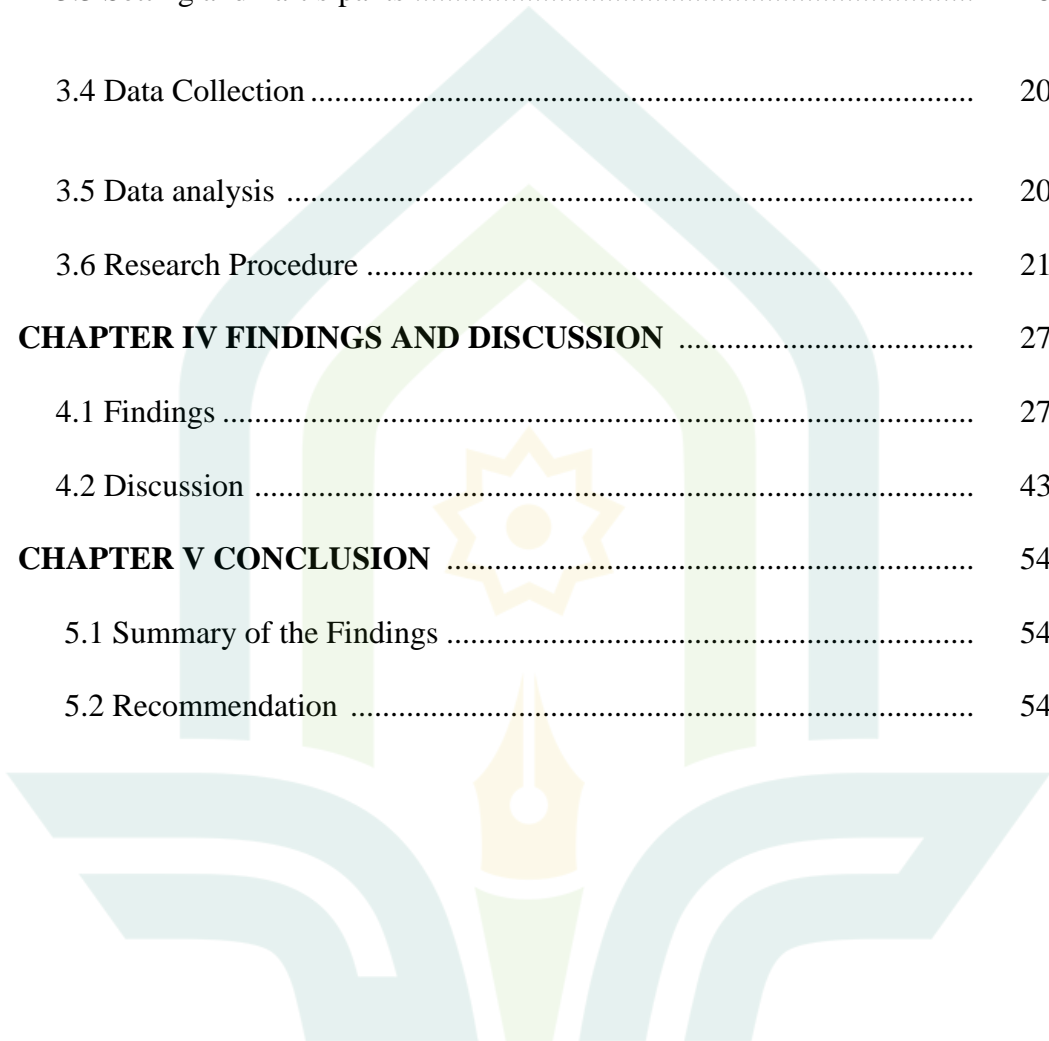
**The Reseacher**



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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the study

Emotions are important in the classroom since it has an impact on learning. They influence learners' ability to process information and to accurately understand what they encounter. Anxiety greatly affects the learning process. The Yerkes-Dodson theory states that having a little anxiety can help us be more focused and perform better, but too much anxiety interferes with concentration and leads to poor results. Psychologists like Albert Ellis and Aaron Beck say that anxiety can lead to negative thoughts, which makes learning and focusing difficult. Experts are starting to investigate how anxiety affects how we manage learning. If we are overly anxious, we find it harder to plan our time and tasks, and we may even put off work for fear of failure. In addition, theories on "emotion and motivation" are being built up suggesting that anxiety can make us less eager to learn and make us more anxious (Asa et al., 2022).

Unfortunately, in the case of foreign language learning, students' emotions tend to be more discouraging rather than encouraging. One of the emotional states that make such a process becomes difficult is anxiety. Emotional states such as anxiety can distract students in the language learning process. Feeling of tension, worry, and nervousness will impede students' ability to perform successfully in a foreign language classroom.



According to Oxford, “Most language research shows a negative relationship between anxiety and performance.” Anxiety harms students’ performance by way of worry, self-doubt, and reducing participation (Ahmetović et al., 2020). In addition, according to Krashen, debilitating anxiety can raise the affective filter and form a 'mental block' that prevents a comprehensible input from being used for language acquisition. Anxious students will have difficulties in following lessons. They may learn less and also may not be able to demonstrate what they have learned. Even worse, they may experience more failure, which in turn escalates their anxiety (Firna et al., 2024).

In learning English, especially English debate courses, through interviews when they are about to enter class, many students at UIN K.H Abdurrahman Wahid become restless, even afraid and avoid the subject. They doubt whether their opinion is valid or not so they are afraid when they will express their opinion especially in English. One of them thought that if he made a mistake, the lecturer would scold him and his friends would agree. So she prefers to be silent and sit passively (Minjayani, 2023). In addition, some of them also believe that English debate is a difficult subject. These beliefs can affect their confidence level and make them feel anxious in class. Eventually, when they were asked to practice speaking, they began to stutter. Some of them also didn't make a sound even after being asked several times because they weren't confident in their abilities. Anxiety can prevent students from achieving their learning

goals. Anxiety can have a big effect on learning English debate, it is important to explore student anxiety. Therefore, the writer wants to know what factors are experienced by students, and what can cause anxiety in an effort to understand the English debate course more deeply (Rachma, 2022).

During one semester the writer observed students' fears during speaking activities, especially during English debate courses. So the writer is very interested in this problem. Previous studies have produced data that language anxiety is mainly caused by inadequate student abilities. When students do not know how to respond to the lecturer's verbal questions, they become anxious. They also feel concerned when they cannot understand their teacher or read the material. In other words, low proficiency in any of the four abilities will make students uncomfortable and will substantially hinder their mastery of English (Purandina, 2022).

Based on the field problems above, the writer tried to find out what factors cause students' anxiety in English debate courses and what are the strategies to solve them. Based on these educational problems, the writer was interested in conducting a more in-depth study by conducting a study entitled, "**EFL Students' Anxiety in Debate : A Study in an Islamic University**".

## **1.2 Formulation of the problem**

Based on the context of the research discussion, the researcher tries to explore.

1. What are the factors that students believe contribute to their anxiety in English debate courses?
2. What strategies do students use to overcome anxiety problems in English debate courses?

By applying this formula, the researcher hoped to better understand students' anxiety problems in English debate courses and provide an overview of how to overcome these problems which will be very useful for learning evaluation.

### **1.3 Operational definition**

To avoid misunderstanding about the terms in study, the writer provides some definitions related to the study as follows:

1. Anxiety : is an emotion in an uncontrollable state (Stuart and Sundeen, 2016).
2. Debate : is a structured argument in which two parties take turns speaking for and against certain opinions, usually related to a certain topic (Kidd, 2002).

### **1.4 Aims of The Study**

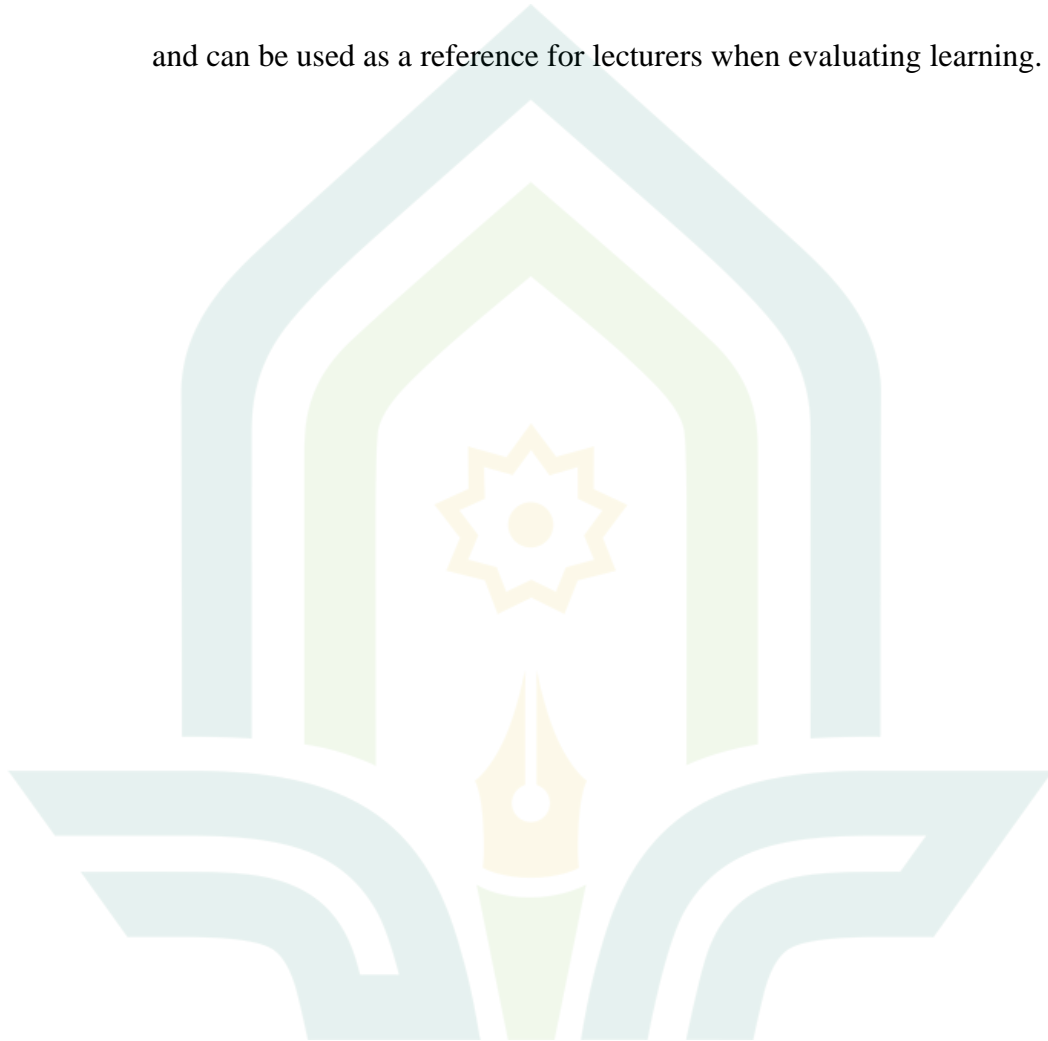
The aim of this research is to explore and understand the phenomenon of speaking anxiety problems in depth by looking at students' experiences during debate practice in the English debate course and providing useful strategies in dealing with speaking anxiety problems.

### **1.5 Significance of the research**

1. Theoretical : This research contributes to Taylor's theory, which states that anxiety is a subjective feeling of anxious mental tension as a

general reaction to dealing with a problem or lack of security, and will support other related theories about the problem of anxiety in English, especially in English. English Debate Course.

2. Empirical : This research provides empirical insight into the problem of student anxiety in English, especially in the English Debate course and can be used as a reference for lecturers when evaluating learning.



## **CHAPTER V**

### **CONCLUSION**

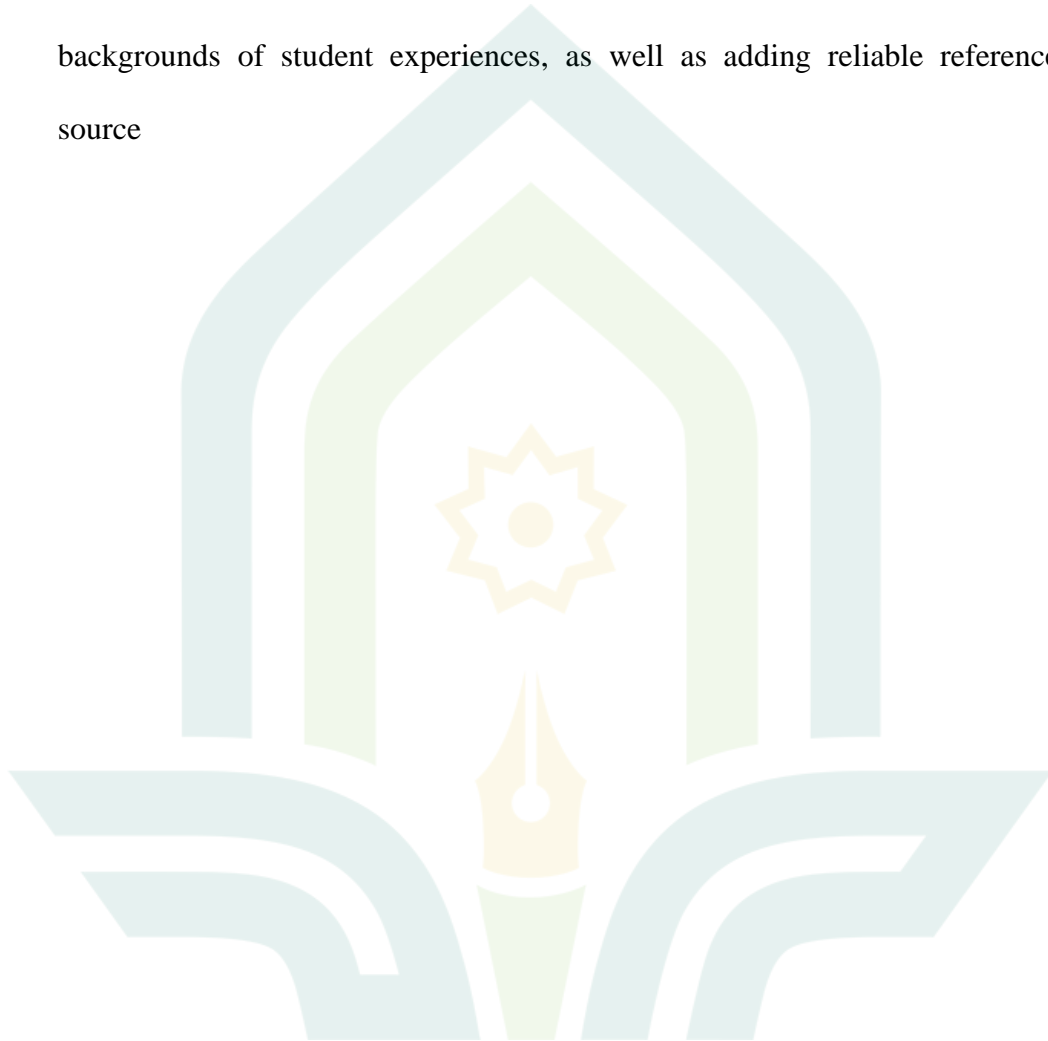
#### **5.1 Summary of the Findings**

Based on the results and discussion, the findings reveal that there are various factors that may contribute to their anxiety. There are at least six factors found in this study, viz: lecturers who deliver material too quickly, students lack of preparation to learn debate material, students' limited vocabulary mastery, students' low competence in composing English sentences, negative responses from students and lecturers in responding to debate participants, students' lack of confidence in answering debate questions, social pressure that makes students think perfectionist, and students' lack of experience in participating in English debates. The sources of these factors are not only from lecturers but also from students. In addition, these factors are discussed in this study, which deepens our understanding of foreign language anxiety. Therefore, there is a need for strategies that should be applied by students to overcome these various problems. The findings from the results of the interviews show that there are several strategies, namely to be more diligent in reading and public speaking practice, and the last is to prepare as much as possible.

#### **5.2 Recommendation**

Based on the results of the research, the researcher realises that this research This research is not entirely perfect. Given that this research only

takes from the experiences of three participants, then the researcher really hopes that future researchers to be able to develop research topics regarding about the problem of anxiety in debate courses in various topics. The researcher hopes that that later this topic can be re-examined with a different focus, different backgrounds of students' experiences, and different backgrounds of student experiences, as well as adding reliable reference source



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**Appendix 4: Curriculum Vitae****CURRICULUM VITAE**

Name : Dwi Ayu Nilasari

Student Number : 2519017

Place and date of Birth : Pekalongan,

Gender : Female

Address : Pasirkratonkramat, Pekalongan Barat, RT 04 / RW  
12, Jl. Angkatan 66, Kota Pekalongan.

Educational Background :

1. MSI 10 Kramatsari (2013)
2. SMP N 8 Pekalongan (2016)
3. MAN 1 Kota Pekalongan (2019)
4. English Education Department, Faculty of Education and Teacher Training, UIN K.H Abdurrahman Wahid Pekalongan (2024)