


THE ANALYSIS OF STUDENTS' INTERNAL AND EXTERNAL ANXIETY IMPACT OF EARTHQUAKE VICTIMS IN STUDYING ENGLISH AT TAPALANG DISTRICT

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: June 26, 2022 Revised: June 29, 2022 Accepted: July 6, 2022 Published: July 15, 2022</p> <p>Keywords: Anxiety, Internal and External Impact, Students, English Learning</p>	<p>This study has a main problem regarding the internal and external impacts of anxiety that affect students in carrying out English language learning due to the earthquake that hit West Sulawesi. The subjects of this study were students at SMAN 2 Tapalang. The method used is descriptive qualitative research that analyzed internal and external impact of anxiety faced by the students in learning due to the earthquake in West Sulawesi. This study used observation and interview as data collection instruments. In data analysis, the researcher used three steps, the first step is data reduction, the second step is data display and the last step is data verification. The results showed that there are two impacts that are felt by the students during the learning process due to the earthquake in Tapalang District, namely internal and external impacts. Internal impacts felt by the students included psychological conditions and psychological conditions. External impacts felt by the students namely from the impact of schools, families and communities.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

A few months ago, in January 2021, there was an earthquake measuring 6.2 magnitude in Tapalang, Mamuju, West Sulawesi at around 02.00 WITA (2021). This earthquake caused a lot of damage to public and private facilities. Not only caused a lot of damage but the earthquake also caused a lot of casualties. This of course causes various losses for the victims. The losses experienced by the victim are of course not only about property or material but also make their psychological or mental condition decline. The decline in the psychological

condition of the victims of the Tapalang earthquake certainly greatly affected the victims in their daily activities. One of them is that it can cause worry and anxiety. The decline in the psychological condition of the victims after the earthquake did not only affect their daily activities but also in the teaching and learning process. According to Basri (2019), anxiety and also complex psychological constructions are affective variables in language learning, which means that the anxiety factor is one of several factors that determine the success or failure of a learner in carrying out learning.

Disaster is a condition that cannot be predicted when and where it will occur. When a disaster occurs, it will have a systematic impact on all lines of social life. Not only infrastructure, social systems, and economic order, but the psychological impact will also be part of the disaster. Natural disasters are of many kinds, ranging from floods, fires, hurricanes, earthquakes, tsunamis, landslides, to recent natural disasters, namely earthquakes that occur everywhere. According to Safitri (2015), earthquakes are vibrations or shocks that occur on the earth's surface due to the sudden release of energy from within creating waves.

According to (syarif 2012) there are several factors that influence student anxiety in the learning process, namely: Internal factors include: physical conditions, psychological conditions. while the External Factors include: Family, school and community impact. The internal impact that affects student learning is the physical and spiritual condition of students. Including physical/physiological factors such as loss of concentration, feelings of worry and anxiety, spiritual/psychological factors such as motivation, level of intelligence, talents and attitudes of students. External factors that affect student learning include social and non-social environmental factors, including social factors such as teachers and school friends, non-social factors such as school buildings, geographical location of the school, family environment, weather and study time used.

In particular, the post-earthquake problems and living conditions experienced by the surrounding community, especially school children, caused them to experience traumatic which caused various problems such as in the school academic environment which made children not interested in school activities because of somatic problems such as diseases that can affect the school experience, so that children who are victims of the earthquake will experience a decrease in skills and learning achievement at school. Learning motivation is influenced by various factors.

Anxiety in children will lead to feelings of depression and will have a bad impact on their development if left unchecked. Impacts that if not addressed immediately will result in traumatic events, such as the emergence of disturbances in biological, psychosocial, moral, spiritual, and social aspects that result in lack of concentration, problems with learning activities, and refusal to come to school. According to (Rahmi, 2012) trauma reactions are the same as stress reactions which in general will appear in physical, emotional, thought and

the effects of trauma can be directly seen from a person's perspective on daily life such as changes in physical health. This behavior makes children become inconsistent such as irritability, disrespect and not paying attention to learning.

RESEARCH METHOD

This research used descriptive qualitative method which aimed to determine the internal and external impact of students' anxiety due to the earthquake in Tapalang District. The subject of this research was one English teacher and eleventh grade students of SMAN 2 Tapalang. The researchers used interview and observations as instruments in data collection.

RESULT AND DISCUSSION

The results of the analysis of the data collected using interviews and observations are presented in this section. Interviews and observations were conducted to determine the impact of internal and external anxiety on students due to the earthquake in Tapalang.

The results of the interview as presented in the findings show that there are two impacts felt by students during the learning process due to the earthquake in Tapalang Regency, namely internal and external impacts. Internal impacts felt by students include psychological and psychological conditions. The external impact felt by students is from the school, family, and community. This can be seen based on the results of interviews and observations that have been made during the learning process. consisting of ten XII students and one teacher from SMAN 2 Tapalang.

In learning, there are two anxiety factors that are used to gauge the impact experienced by students due to the earthquake in Tapalang. The impact felt is internal and external anxiety. Internal anxiety is divided into two, namely physical conditions and psychological conditions. External factors include school factors, parents, and the environment. Internally, students are more likely to experience psychological conditions such as being less concentrated during the learning process, feeling worried, and being easily restless. Meanwhile, for external students, the impact is more on schools that are less conducive to being occupied and have inadequate facilities, which result in students losing their motivation to learn.

As for this research, it makes students pay more attention to their learning. Trauma according to Nirwana, (2012) is a serious physical or emotional event that causes substantial physical and psychological damage to a person over a relatively long period of time., from the impact of students' internal and external anxiety due to the earthquake in Tapalang sub-district in learning English, there were 2 impacts experienced by students, namely: 1. Physical condition and, 2. Psychological condition. Of the two impacts, the things that are most often experienced by students are physiological condition, namely students often find it difficult to concentrate, lose motivation and feel like experiencing changes in behavior, such as initially enthusiastic in learning so they are lazy to study.

Based on the impact of external anxiety on class XI students of SMAN 2 Tapalang earthquake victims learning English, there are 3 impacts, namely: the impact of family, school,

and environmental impacts that affect students in the learning process. The impact that is often felt by students is the impact of the school and the environment. Students often feel afraid and anxious when in a class that is not conducive, which causes students to feel uncomfortable and lack concentration in carrying out learning. As for the impact caused by environmental factors, namely access roads to schools, which are difficult to pass due to the earthquake, which damaged roads, which made students lazy to go to school and could have an impact on student learning.

External factors are things that are more dominantly felt by students as a result of the impact of the earthquake that occurred in the Tapalang sub-district. According to Soemanto (2003: 188) anxiety experienced by students, namely anxiety describes an emotional state associated with fear. Different types describe anxiety. 1) Fear of the whole school situation, 2) fear of special aspects of the school environment, teachers, friends, subjects, or tests and 3) School phobia, causing children to refuse to go to school.

CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher concludes that:

There are 2 Internal impacts of anxiety toward the eleventh grade students of SMAN 2 Tapalang, as earthquake victims in learning English that affect students, namely: physical condition and psychological condition. Some of these impacts such as feeling anxious, afraid, lack of motivation in learning, students feel less confident, changes in behavior that are different from usual. Based on the results of observations during the learning process in the classroom, the teacher only acts as a facilitator by providing explanations related to learning materials, but does not pay attention to the condition or behavior of students, which also has a major influence on the learning process.

There are 3 external impacts of anxiety toward the eleventh grade students of SMAN 2 Tapalang, as earthquake victims in learning English that affect students, namely: family factors, school factors, and environmental factors. follow learning. Based on the results of observations during the learning process in class, the earthquake event had a considerable impact on student learning.

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