THE STUDENTS' NERVOUSNESS MODEL
IN TEACHING LEARNING PROCESS

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Abstract:
This study attempts to discover the models of students' anxiousness. This is a qualitative study conducted utilizing a descriptive case study. The study's participants are English Department students. Observation and interviews with students were performed to get information about the models and elements driving their worry. The study's findings show that pupils encounter two types of Nervousness models: interference and deficiency models. Interference models are more powerful than deficit models. Their English talents become the second determining element. Students seldom feel nervous when conversing with their classmates. When they are around their friends, they are able to communicate in English naturally and without concern.
Keywords: 1 Model, Nervousness, teaching, learning English

Introduction

Berisi latar belakang, Physicist variables like as embarrassment, lack of confidence, fear of failure, and worry can all have an impact on someone's ability to master English (Asif, 2017). Students' attitudes, motivations, anxieties, and views regarding foreign language acquisition have all been examined as variables that may influence target language accomplishment. Language Nervousness is among the effective factors in second language learning. Nervousness is an ego function that reminds someone about the possibility of danger or something other than hope.

Nervousness is a physiological reaction to something unappealing, as well as a reaction to a dangerous circumstance (Kasbi & Elahi Shirvan, 2017). Nervousness consists of physical, emotional, cognitive, and behavioral components (Jafarigohar & Behrooznia, 2012). Anxious pupils endure unpleasant feelings, distress, and humiliation. The Nervousness that students experience influences their achievement in terms of English proficiency. Students' emotional state, Nervousness, and motivation help them succeed in English

proficiency. Students with lower levels of Nervousness can do better in English.

Worry is a cognitive worry about an individual's performance, whereas emotionality is concerned with student stress (Namaziandost et al., 2018). Worry is a component that influences students' academic achievement since it is adversely related to performance and performance expectancy. It is defined as a collection of unpleasant uncontrolled thoughts associated to Nervousness of the future. However, a skills deficiency model is a model of worry induced by a student's abilities. They have poor language learning; this causes them to feel anxious, and as a result, they do poorly in English (Aydin et al., 2020).

Students become anxious when they do not learn the language well. The teaching-learning process given by the teachers also takes into account the pupils' nervousness. Nervousness has an impact on pupils' performance in learning English, particularly speaking (Male, 2018). Students in the EFL classroom are quite anxious. They are worried about communicating with their teachers in English. They believe they are in danger when their teachers require them to speak English (Khattak et al., 2011).

When the lecturer questions them on the things they have learned, the students get concerned. Some of their teachers ask them questions about past topics, putting the students in risk, particularly those who have not prepared. They are also quite cautious to give their papers in front of the class. Students often pause in the middle of developing words. Furthermore, pupils struggle to put their ideas into words since they are concerned about mistakes and consequences. They consistently lose the concepts that children seek to express to their teachers and peers.

Furthermore, they lack self-confidence when speaking English in public. Their anxiousness affects their ability to produce English language. As a result, it is critical to provide additional specifics regarding the students' fear and the elements that influence it. In the millennial age, instructors play a vital role in reducing students' Nervousness levels in order to establish a conducive environment in the classroom, hence increasing students' willingness to study and communicate in English.

Research Method

This is a qualitative study conducted utilizing a descriptive case study. This study goes into detail on students' nervousness and the elements that contribute to it when learning English. Students from UNIRA's English Department participated in this study. They are picked using the convenience sampling approach. They are nearby and simple to obtain, as well as convenient, and they are prepared to participate in the sample. This research used observation and interviews to collect data on students' nervousness while studying English. This study employs data identification and simplification prior to drawing conclusions.

Result and Discussion

Hasil Based on their observations and interviews, the pupils are anxious. They are concerned about communicating in English. They face two types of anxiousness. They are interference and deficit models (Aydin et al., 2020). Interference models are more frequent than skill deficit models. Students are worried and stressed about communicating in English. It is caused by the setting in which pupils learn languages. In contrast, the students experience a deficiency model of Nervousness. The students' linguistic context does not account for their anxiousness (Hashemi, 2011). Because the classroom does not allow for significant feedback, the pupils repeat their statements and take frequent pauses.

Students' success in English is influenced by their language learning environment and English proficiency (Sawaludin et al., 2021). When the classroom does not provide students with adequate feedback, Nervousness affects their performance. Students who do not receive adequate input in the target language will have frequent stops, repetitions, and blunders when doing English (Nimasari, 2018). They are quite apprehensive when they do not have adequate input to speak in English.

They are taking into account the youngsters' lack of confidence in English. The initial source of their worry is the professor. Students lack confidence and drive to speak English when teachers use student-centered teaching techniques. The teachers' behaviour affects their English proficiency as well. Students will experience significant levels of worry if their teachers do not smile and connect with them in psychology. Students' English proficiency has become the second cause in their worry. This might enhance pupils' reluctance to speak in English. The final reason generating pupils concern is their peer. It becomes one of the lowest variables contributing to pupils' nervousness (Ekalestari & Pasaribu, 2017). Communicating with their pals in public or in front the class, inviting

The interference model is the first nervousness model pupils encounter. This model is made up of two components: concern and emotion (Yurtseven & Akpur, 2018). It manifests as negative ideas about performance and nervousness about future results. Students are nervous when they consider their English learning progress and the outcome in the future. They are concerned about their exam scores at the conclusion of each semester. They are terrified of receiving poor results at the conclusion of the subjects. It has an influence on their behaviour in class, particularly in English classes. They are worried, as seen by their behaviours. This paradigm is also characterised by environmental pressures such as teachers, friends, and the teaching learning methods employed by teachers. Students experience stress when studying English. The second type of nervousness is the skill deficiency model. Due of their lack of English proficiency, the pupils fall under the deficit model. It causes students to think negatively, doubt themselves, and feel inadequate all the time. It might cause the learner to lose self-confidence and impair their learning process.

Nervousness associated with studying English may be crippling and may have an impact on students' ability to attain their objectives." In other words, Nervousness is one of the most powerful influences on language learning. High levels of linguistic Nervousness are associated with poor performance in language acquisition. High levels of nervousness often have a detrimental impact on language development (Ekalestari & Pasaribu, 2017). Language learners who have experienced language nervousness will be concerned about failure. A research conducted to investigate the elements connected with students' nervousness in language learning discovered that comparison with peers, learning methodologies, and language learning interest and motivation were the most immediate concerns (Sawaludin et al., 2021). According to research, interaction with individuals and cultures in the target language may lessen Nervousness. Nervousness in English schools can also be attributed to the classroom climate. High Nervousness can cause learners to get frustrated, lose trust in their skills, avoid engaging in classroom activities, and even abandon their efforts to learn a language effectively (Neff & Neff, 2007).

As a result, students who are anxious frequently do poorly. Low accomplishment makes students more apprehensive about studying. Classroom activities have also contributed to anxiousness. Students are afraid of making pronunciation blunders in front of their peers. Furthermore, oral presentations are the most Nervousness-inducing classroom activities, making the learning atmosphere more formal and difficult for students (Owen & Razali, 2018). It is instructors' responsibilities to discover the reason of foreign language Nervousness and strive to help their pupils, or to establish an affective classroom atmosphere so that their learners learn to communicate rather than fear the language.

Conclusion and Suggestion
Conclusion

Based on the findings and discussions, it is concluded that students feel two models of Nervousness: interference and skill deficit. Students become anxious and stressed when they have to speak English. They often have more of an interference model than skill shortage models. This approach is influenced by the environment of teaching and learning. Furthermore, pupils report a deficit model of Nervousness. The students' linguistic environment does not take fear into account. Because they have no input to communicate in English, the students repeat their words and halt frequently. They are struggling with their English skills.

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