
**STUDENTS' ANXIETY IN LEARNING ENGLISH AT ENGLISH EDUCATION STUDY
PROGRAM KHAIRUN UNIVERSITY**

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ABSTRACT

The objective of this research was to investigate the factors contribute students' anxiety in leaning English and their strategies to reduce the anxiety. This research used qualitative descriptive method. The subject of the research were 40 students of the second semester of the English Language Education study Program Khairun University. The data were collected by using questionnaire and interview. The result of this research show that most of the students are at "Anxious" level students. There are 18 (45%) students who experience "Anxious" level, 10 (25%) students are in "Mildly Anxious" level, 9 (22.5%) students are in "Very anxious" level, 2 (5%) students are in "very relaxed", an the last 1 (2.5%) students are in "relaxed" level. Furthermore, there were three factors can cause anxiety based on FLCAS, which included communication apprehension (CA), test anxiety, and fear of negative evolution and there were five strategies that the students can use to minimize their anxiety which included preparation, relaxion, positive thinking, peer seeking, resignation.

Keywords: *Students' anxiety, factors, Strategies*

INTRODUCTION

Language is primarily a means of communicating thought from one person to another. With the language, people can express their feelings and thought. People use language as a means of international communication among the nations all over the world. It is important for us to learn language especially English since it is used as a means of communication among nation in the world.

English as foreign language is learned by students from every level of educational institution, starting from elementary school, junior high school, senior high school to university. Being learned by the highest level learner does not mean that it will be easy. English may be considered as a difficult subject for the Indonesian students, because English may be completely different from Indonesian language viewed from the system of structure, pronunciation and vocabulary. Dealing with this, a preliminary research shows that many students feel that learning English is hard. Some of them said that theoretically English is easy and enjoyable but practically it is needed more courage and stressful.

According to (MacIntyre & Gardner in Rodiah, 2019:121), define language anxiety as the feeling of tension and apprehension specifically associated with second language context including speaking, listening, and learning. Anxiety is a situation where the students feel of stress, nervousness, emotional reaction, and worry that linked to second/ foreign language learning.

Anxious can be experienced by anyone, including those from the English department, especially in English Education Study Program of Khairun University, in the second semester, it was found that there were some students who experienced anxiety during English class. There are many factors for students' learning anxiety. the first is that students lack confidence, this is common when the students have conversations with the lecturer using English, they are not confident because they are afraid of being said wrong and the other person cannot understand.

1. The Nature of Anxiety

Anxiety is that of an emotional nature syndrome that often occur Everyone has experienced anxiety in life, so anxiety is a natural reaction in response to something that is considered threatening. In fact, fear occurs to the human psyche as a reaction to a given circumstance.

There are several definitions of anxiety according to some experts. According to (Carlson and Buskist, 1997), say that anxiety is a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach. This means that people naturally feel anxious when threatened. (Halgin and whitbourne, 2007), Anxiety is the reason people try to avoid uncomfortable reactions, which prevent people from enjoying many ordinary situations.

Although anxiety and fear sound similar but both are different. (Halgin and Whitbourne, 2007), describe the difference between fear and anxiety, fear is a natural alarm response to a dangerous situation while anxiety is more future-oriented, a feeling of apprehension and uneasiness about the possibility of something terrible might happen.

2. Types of Anxiety

- a. State anxiety
- b. Trait anxiety

3. The Causes of Anxiety

- a. Communication Apprehension (CA)

Students' personality traits such as shyness, quietness, and reticence are considered frequently precipitate CA. The feeling of shyness is different from one individual to another individual, and from situation to situation. According to (McCroskey and Bond in Septiawadi, 2019:23), there are seven factors that could result in students' quiet: Low intellectual skills, low speech skill, voluntary social introversion, social alienation, communication anxiety, low social self-esteem, and ethnic/cultural divergence in communication norms

- b. Test Anxiety

Another source of anxiety is related to a test. Test is also relevant to the discussion of foreign language anxiety. Test anxiety, refers to a type of performance anxiety stemming from a fear of failure. In learning a foreign language, a learner may experience test anxiety that prevent his or her performance.

- c. Fear of Negative Evaluation

Fear of negative evaluation is an extension of the second component (test anxiety) of second/foreign language anxiety because it is not limited to test taking situations, but, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in second/foreign language class. It is also broader in the sense that it pertains not only to the teachers evaluation of the students but also to the perceived reaction of other students as well.

B. Anxiety and English Language Learning

1. Foreign Language Anxiety

The term Language Anxiety and Foreign Language Anxiety are frequently used interchangeably by many linguists. Foreign Language anxiety is a specific anxiety which is related to language acquisition. As said by Horwitz, Foreign Language Anxiety is a multifaceted concept from uniqueness of the language learning process comprised of difficulty in authentic self-perception and various language teaching practices. In contrast with the other experts, Scovel argued that it is still premature to relate anxiety to the global

and comprehensive task in language acquisition because he thought that there are many incomplete correlation researches between anxiety and language proficiency.

2. Impact of Foreign Language Anxiety

In the input stage, foreign language anxiety acts as a filter to prevent certain information from entering the cognitive process. This is similar to the emotional filter concept of (Krashen in Tsulutsiyah, 2020:12). He pointed out that anxiety can cause forms of emotional filtering and mental disorders that prevent the use of intelligible input for language learning.

During the processing stage, anxiety acts as a distraction. It distracts student in processing information effectively. When they are worried, anxious student may learn less and may not be able to digest new words, phrases, grammar, and so on or may also take more time to process the lesson.

While at the output stage, anxiety can influence the quality of students' foreign language performance. Students with anxiety in this stage may not be able to demonstrate what they have learned. Moreover, Oxford University also stated that "anxiety harms learners' through worry and self-doubt and also by reducing participation and creating overt-avoidance of the language."

3. Factors Associated with Foreign Language Anxiety

- a. Self-perception
- b. Learners belief about Language learning
- c. Instructors Beliefs about Language Teaching
- d. Classroom Procedure

4. Strategies to Reduce Anxiety in Learning English

a. Preparation

Kondo and Ying-Ling who states that there is a lot of evidence showing that anxious people experience a relatively high level of task-irrelevant thoughts in evaluation setting. The preparation category refers to the students' efforts to overcome their feelings of anxiety by improving their learning strategies. It is interesting to note here that preparation was the most frequently used strategy.

b. Relaxation

The second category which is relaxation deals with the methods to reduce the symptoms of anxiety. Grasha in (Rayani, 2016:4) suggests that breathing deeply in and out for three to five minutes is an effective way to reduce tension.

c. Positive Thinking

The next category is called positive thinking refers to the efforts to divert attention from stressful situation to positive and pleasant cues and bring relief to the anxious students. Some anxious learners try to develop a positive self-image. They use various ways, such as trying to be confident, imagining themselves giving a great performance.

d. Peer seeking

Peer seeking category is the effort to consult other learners who are also anxious in learning the foreign language. Some anxious students cope with their language anxiety by comparing themselves with others who have the same problems.

e. Resignation

The last category is the resignation category which refers to the unwillingness of the learners to lessen their anxiety by avoiding the learning process. The anxious learners may resign themselves by giving up, stopping paying attention, accepting the situation, stopping making any effort, even going to sleep in class. It seems that this is an extreme

strategy this maybe because accepting the relity is one of many ways to reduce stress and tension. They do not want to try and re-try

RESEARCH METHOD

The research method used in this study is descriptive qualitative method in this study because the researcher has describes factors and the strategies influencing students' anxiety in learning English at English Education Study Program of Khairun University. Therefore, the result of this research can be described clearly and scientifically. This research was conducted at the 2th semester students of 2022/2023 of the English Language Education Study program of Khairun University.

This subject in this research consisted of fourty students. The research involved two classes of the second semester students at the English Language Education Study Program of Khairun University. To obtain the data and information needed in this study, the researcher used several instruments among others.

1. Questionnaire

Questionnaire is a data collection technique that did by giving a set of questions wrote to the respondent to answer (Sugiyono, 2015:142). In this research the researcher used two different kinds of data. The first data is adaptation and translation of foreign language classroom anxiety scale (FLCAS) by Horwitz (1986), to identify the factors of students' anxiety, it is start from question number 1-33. The second data is adaptation from (Kondo and Ying ling, 2004), to identify the strategies to cope with anxiety and it is start from question number 34-45. This questionnaire constructed based on the 5 point-likert-scale.

2. Interview

The interview session lasted 10 minute for each participants. Interviews are conducted using Indonesia to avoid misunderstanding. The interview data were analyzed and interpreted following the grounded theory data analysis techniques and procedures. The grounded theory approach is a qualitative research method that "uses a systematic set of procedures to develop an inductively derived grounded theory about a phenomenon" (Davidson in Tanveer, 2008: 37-38).

A. Technique of Data Analysis

Foreign Language Classroom Anxiety Scale Fllowing Oetting's Scale in (Refiani, 2020)

Table 1. Foreign Language Classroom Anxiety Scale

Range	Level
124- 165	Very Anxious
108- 123	Anxious
87- 107	Midly Anxious
66- 86	Relaxed
33- 65	Very Relaxed

According to Sugiyono 2015, to find out the number of answer from the respondents through a percentage, this is used as follows:

$$p = \frac{f}{n} \times 100$$

Description:

p = Percentage

f = The frequency of each questionnaire answer

n = Number of sample

Table 2. Criterion score of Five cluster solutions)

Forms	Scale
5 x 12 = 49 – 60	Very important
4 x 12 = 37- 48	Important
3 x 12 = 25 – 36	Mildly Important
2 x 12 = 13 – 24	Not Important
1 x 12 = 0 – 12	Not important at all

DISCUSSION

The findings discuss about the data that had been obtained from, questionnaire and interview. The data from the questionnaires and interviews were taken on June 13, 2022. This study involved 40 students, the English Education Study Program, University of Khairun Ternate. The researcher provided 45 items statements from the questionnaire and 10 participants were involved in interviews.

Table 3. Result of foreign language classroom anxiety scale

Range	Level	Result
124- 165	Very Anxious	9
108- 123	Anxious	18
87- 107	Midly Anxious	10
66- 86	Relaxed	1
33- 65	Very Relaxed	2

Based on the result of research and field findings that have been analyzed, it can be concluded that students of the English Education Study Program at Khairun University, in the 2nd semester students of the 2022 academic year, have the most of the students are at “Anxious” level. There are 18 (45%) students who experience “Anxious” level, 10 (25%) students are in “Mildly Anxious” level, 9 (22.5%) students are in “Very anxious’ level, 2 (5%) students are in “very relaxed”, an the last 1 (2.5%) students are in “relaxed” level.

CONCLUSION

Based on the data found and discussion, it can be concluded the most of the students are at “Anxious” level. There are 18 (45%) students who experience “Anxious” level, 10 (25%) students are in “Mildly Anxious” level, 9 (22.5%) students are in “Very anxious’ level, 2 (5%) students are in “very relaxed”, an the last 1 (2.5%) students are in “relaxed” level. Furthermore, there were three factors can cause anxiety based on FLCAS, which included communication apprehension (CA) with 47.5%, test anxiety 60%, and fear of negative evolution 40%. Furthermore, students feel anxious were

indicated to: lack of vocabulary, afraid of being laughed, difficult pronunciation, embarrassed speaking in front of the class, afraid of making mistakes, lack of confidence, It is the causes of anxiety faced by students when learning English.

In addition, in the five cluster solutions the main strategy that the students use to reduce their anxiety is preparation with 52.5% or (21 students). 50% students' identified using peer seeking, 47.5% students for relaxation, 45% students chose positive thinking and the last strategy is resignaxion with total of 40%. From the data were collected students strategies to reduce anxiety indicate to: make preparation before the class, study hard, focus on less mastered material, try to calm down, be careful not to make mistakes, try to give the best, take a deep breath, try to be more confident, speaking practice, positive thinking, looking for motivation from youtube.

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