

An Analysis of Students' Anxiety in Learning English

Genda Opriorika

English Education Study Program, Department of Language and Art
University of Bengkulu
gendaopriorika123@gmail.com

Mulyadi

English Education Study Program, Department of Language and Art
University of Bengkulu
ladunimulyadi@gmail.com

Sufiyandi

English Education Study Program, Department of Language and Art
University of Bengkulu
sufiyandi@unib.ac.id

Corresponding email: gendaopriorika123@gmail.com

Abstract

This research aimed to determine the level and the factors that caused students' anxiety in learning English that is faced by first semester students of Journalism Study Program Bengkulu University academic year 2021-2022. This research was descriptive quantitative. The sample of this research was first semester students of Journalism Study Program Bengkulu University. The data were collected by using a questionnaire. The questionnaire has validated using expert judgments. In this instrument, the reliability obtains by using Cronbach's Alpha formula in SPSS software. This research used simple statistical (percentage and weighted average) to analyze the data. The results of this research showed that the majority of the students (54 out of 73) were in the medium level of anxiety. There were three factors that cause students' anxiety in learning English at Journalism Study Program Bengkulu University; Fear of Negative Evaluation, Communication Apprehension, and Test Anxiety. The majority factor that caused students' Anxiety in learning English at Journalism Study Program Bengkulu University mostly came from fear of negative evaluation.

Keywords: *Anxiety, Anxiety level, Anxiety factors.*

Introduction

Anxiety as a common feeling that someone experiences when he or she faces new or difficult situation always exists from time to time. This kind of feeling may attack everybody regardless of his or her social status. A villager who moves to a bigger city where he finds many new things may for sometimes face difficult situation that can cause anxiety. Similarly, a new student who enrolls at a university level often

experiences anxiety in adjusting to campus life which is different from the situation at his or her school.

Huberty (2012) pointed out that anxiety is a human basic fear that happens to most people. It means that someone will feel anxiety, such as, feeling of fear, worried, nervous or tension when he or she faces a situation which is different from a normal situation. Furthermore, Michelle, Scott and Robert (2009) said that anxiety is a mood state that happens when someone thinks about the future, especially the situation which is related to negative events. In other words, the feeling of anxiety exists in the mind, especially when someone is in a thinking process. There is no anxiety during a deep sleep. For a student who learns a foreign language, anxiety as a feeling of afraid, anxious, depressed or nervous is a common thing (Liu and Yuan, 2012). In addition, Wang and Zhang (2021) stated that in learning foreign language, anxiety is a serious factor that affects the learning process. This implies that the successfulness in learning a foreign language very much depends on how the student controls her or his anxiety.

In this study, the researchers would like to have a close look at anxiety that experienced by the students of Bengkulu University, especially in the Journalism Study Program where they study to be journalists. Based on the preliminary study that researchers has conducted before doing this research, the researchers asked question to the participants, the question is: "how do you feel when you learn English?" and almost students answer that they afraid when learning English because they still have a little vocabulary and afraid with their lectures and their friends will give negative comment during process of learning English. It means that, these new students of Journalism Study Program in some circumstances experience anxiety. New students of Journalism Study Program are predicted experience anxiety because they have to adapt to new a situation such as new environment, new subjects as well as new people.

In fact, there are some factors that make the students feel anxiety in learning English. Sutarsyah (2017) stated that the main factor that causes anxiety is feeling nervous which is followed by being worried and tension. If someone cannot control the feeling of nervous, he or she then might become worried and tension. In other words, feeling worried and tension is an indicator that someone is entering an anxiety step. Furthermore, Alsowad (2016) said that there are few factors that influence anxiety among Saudi English major students at Taif University at the first

semester such as fear of failure, forget things they have already known and feel uneasiness along a language test.

Likewise, Akbar (2017) reported that most all of the students who learn English feel fear and afraid of failure especially in speaking skills. Agustin (2019) concluded that the most factors that cause anxiety is feeling afraid of negative responses from people. This kind of feeling also experienced by students who are afraid being laughed by their friends when they practiced English. They feel uneasy towards negative responses if they make mistakes.

The researchers chose the students of Journalism Study Program Bengkulu University who are taking English class in the first semester as the subject of the research. These students must learn English as a compulsory subject. Based on the experience of the researchers who sometimes assists these students learning English and also based on the preliminary study that conducted before doing this research, the researchers assumes that there are some factors that make them feel afraid when learning English. Among some of these factors are: lack of vocabularies words, fear of their friends who will laugh at them and feeling afraid of negative responses from the teacher or their friends. In addition, significant changes the students experience as the transition from the high school to college life also cause new students to feel anxiety (Mulyadi & Puspita, 2003). This is because life in campus is very different from life at the high school. One of these differences is the ways of learning which for some students is considered very competitive.

There are findings that have a relation with this research: The first is Musliadi (2019) found almost half of the participants experience communication anxiety, fear of negative evaluation, test anxiety and English class anxiety. The second is Aulia (2020) found that the students fell into the medium level of anxiety. There were three factors that cause students' anxiety in speaking for discussion class, Fear of Negative Evaluation (Strongly Affected), Communication Apprehension (Moderately Affected), and Test Anxiety (Moderately Affected). Therefore, the most dominant causing factors were the Fear of Negative Evaluation. Third, according to Gopang, Bughio and Pathan (2015) they found factors that influence students' anxiety in learning English are when others laugh at them, incomprehensible lessons, the nature of the teacher and lack of preparation. The last based on Mustachim (2014) found that factors that influence students' anxiety in learning English are when others laugh at them, incomprehensible lessons, the nature of the teacher and lack of

preparation while in this research factor that caused students anxiety in learning English is fear of negative evaluation.

Thus, based on the explanation above, in this study the researchers would like to conduct a study at the first semester of Journalism Study Program of Bengkulu University. This research is conducted to find out the levels of the new students' anxiety in learning English and to know the reasons that make them feel anxiety in learning English in Journalism Study Program of Bengkulu University.

Research Methodology

The researchers used a descriptive quantitative method. This method was used to describe or analyze research results, namely to answer the "what" question. The researchers designed the research questions in the forms of "what" questions based on the levels of the students' anxiety and based on the reasons that caused anxiety. The researchers took the first semester of Journalism Study Program Bengkulu University as the population.

The populations of this research were the students at the first semester of Journalism Study Program Bengkulu University in academic year 2021/2022. The total numbers of the participants were 73 students from two classes. 40 students were from class A and 34 students were from class B. The researchers took all the 73 students as the respondents. Arikunto, (2010) suggested that if the population is less than 100 respondents it would be better to take the entire population as samples. But if the population more than 100 respondents the researchers could only take 10-15% or 20%-25% of the total populations as a sample.

The researchers used questionnaires as the instrument to collect the data. The questionnaires were used to find out the level and the factors that make students of Journalism Study Program feel anxiety. The items of the questionnaires were adopted from the Foreign Language Classroom Anxiety Scale (FLCAS) by Elaine K. Horwitz, Michael B. Horwitz and Joann Cope (1986). Then the questionnaires translated into Bahasa Indonesia to make it easier for students of Journalism Study Program to fill out the questionnaires. FLCAS consists of 33 items of questions.

The validity of the instrument is necessary to measure what had been constructed in the forms of questions. In this study, the researchers used expert judgment. The researchers asked two lectures as the experts. One of them was from the Guidance and Counseling Education and the other was from English Education Study Program. Both were from FKIP, Bengkulu University. Based on the judgment

from experts, the experts suggested to remove the option to (Strongly High, High, Low and Strongly Low). Next, the experts modified some statements to make them relevant to the purpose of the research. The researchers used the considerations and suggestions from the experts to make few changes on the statements of the questionnaires. The result after distributing the questionnaire was measured by using Cronbach's Alpha in SPSS software to know the reliability of the instrument.

The instrument is reliable when used few times to examine the same object, will obtain same data (Sugiyono, 2009). In this instrument, the reliability obtained by using Cronbach's Alpha formula in SPSS software, and the result found as follow:

Table 3.5 Reliability of Instrument

Case Processing Summary			
		N	%
Cases	Valid	73	100.0
	Excluded ^a	0	0.0
	Total	73	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's

Alpha	N of Items
0.969	33

Based on the table, the result of Cronbach's Alpha showed the value 0.969. In order to interpret the value, the researchers consulted the scale of Cronbach's Alpha proposed by Hair *et al.* (2010). The scale can be seen in the following table.

Table 3.7 Alpha Cronbach' Range (Hair *et al.*, 2010)

Alpha Cronbach' Range	Strength of Association
<0.60	Poor
0.6 to <0.7	Moderate
0.7 to <0.8	Good
0.8 to <0.9	Very Good
0.9	Excellent

Source: Hair *et al.* (2010: 125)

To collect the data from the participant the researchers first distributed the questionnaires to the participants via the Google Form. After collecting the data, the researchers used a formula to analyze the data, namely to find out the level of students anxiety and the factors that made the students felt anxiety in learning English at first semester and the formula are:

$$P = \frac{F \times 100}{N}$$

Where:

P = Percentage

F = Frequency of students' option

N = Number of Participants

(Arikunto, 2003)

Findings and Discussion

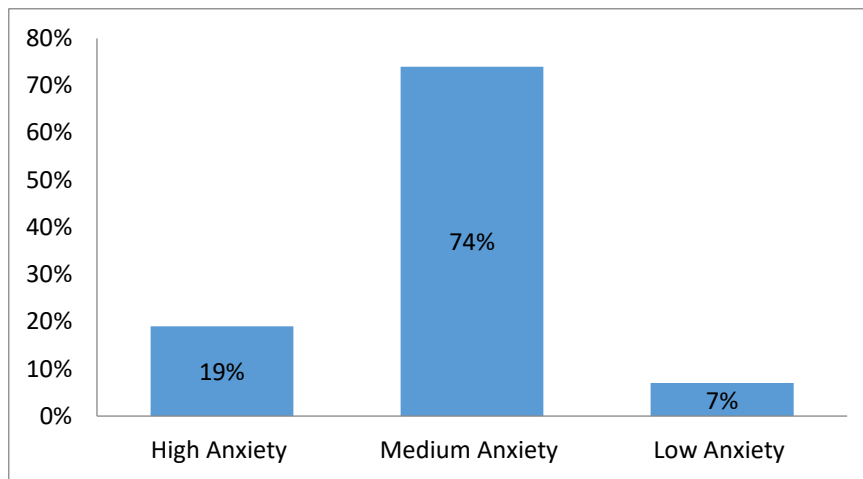
Findings

The results of this research are: First, the data showed that the majority of the students (54 out of 73) are in the level of medium anxiety in learning English at the first semester. Second, there are three factors that make the students of Journalism Study Program Bengkulu University academic year 2021/2022 feel anxiety when learning English, they are:

1. Fear of Negative Evaluation (Strongly Affected)
2. Communication Apprehension (Moderately Affected)
3. Test Anxiety (Less Affected)

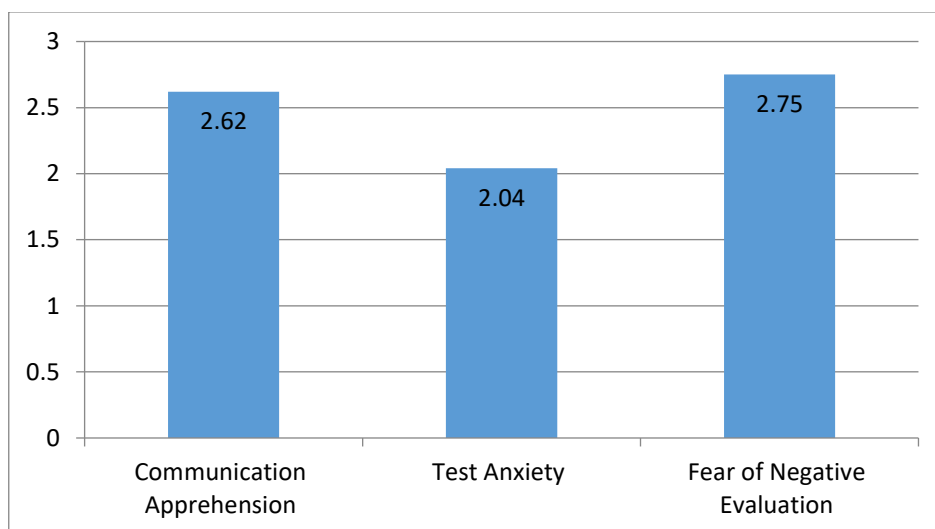
The majority factor that caused students' Anxiety in learning English at Journalism Study Program Bengkulu University was mostly came from fear of negative evaluation with the total average is 2.75.

Figure 4.1 Students' Anxiety Level in Journalism Study Program



From the data that shown above, the results found as follows: 14 students (19%) indicated in "High Level", 54 students (74%) indicated in "Medium Level, 5 students (7%) indicated in "Low Level". The data showed that the majority of students (54 out 73) were in medium levels. Also overall anxiety level of students of Journalism Study Program Bengkulu University is medium anxiety in learning English at first semester.

Figure 4.2 Factors Causing Students' Anxiety in Learning English at Journalism Study Program Bengkulu University



Based on the figure above, factors that caused anxiety are: Communication apprehension with the weighted mean is 2.62, test anxiety with the weighted mean is 2.04 and fear of negative evaluation with the weighted mean is 2.75. The majority factor that caused students' anxiety in learning English at Journalism Study Program Bengkulu University, mostly came from the fear of negative evaluation with the weighted mean is 2.75.

These were the situations that made the students most anxiety related in fear of negative evaluation: First, the statement number 2 "I worry about making mistakes in language class" with the weighted mean is 2.82 and 45% of students chose high in this statement. Second, the statement number 7 "Keep thinking that the other students are better at languages than I am" with the weighted mean is 2.91 and 40% the students chose high in this statement.

The next factor was concerning with communication apprehension. The weighted mean in communication apprehension is 2.62. Someone who had communication apprehension would fear when they had to speak in group or in public. Therefore, the following are the situations that make students feel anxiety about communication apprehension: First, the statement number 1 "I never feel quite sure of myself when I am speaking in my foreign language class" with the weighted mean is 2.58 and 40% of students chose high in this statement. Second, the statement number 4 "It frightens me when I don't understand what the teacher is saying in the foreign language" with the weighted mean is 2.7 and 33% of students chose high in this statement. Third, the statement number 9 "I start to panic when I have to speak without preparation in language class" with the weighted mean is 2.83% and 44% of students chose high in this statement.

The last factor was the test anxiety with the weighted mean is 2.04. The highly endorsed the statement that made students anxious in number 10 "I worry about the consequences of failing my foreign language class" with the weighted mean is 2.78 and there are 40% of students chose high in this statement. Next, the statement number 8 also made the students anxious "I am usually at ease during tests in my language class" with the weighted mean is 2.53 and 42% of students chose high in this statement. Furthermore, statement number 20 "I can feel my heart pounding when I'm going to be called on in language class" with the weighted mean is 2.56 and there are 30% of students who chose high in this statement.

Table 4.1 the Highest Weighted Average in each Item of each Aspect

Factor that Causing Students' Anxiety	Weighted Average	Predicate	Aspects	Item Number
I get nervous when the language	2.98	Strongly Affected	Fear of negative evaluation	33

teacher asks questions which I haven't prepared in advance.				
I start to panic when I have to speak without preparation in language class.	2.83	Strongly Affected	Communication apprehension	9
I worry about the consequences of failing my foreign language class.	2.78	Strongly Affected	Test anxiety	10

Table 4.1 that shown above is about the highest weighted mean in each item of each aspect. The weighted mean in each items of each aspects from the highest to the lowest are the factor that cause students' anxiety related to I get nervous when the language teacher asks questions which I have not prepared in advance (2.98), I start to panic when I have to speak without preparation in language class (2.83) and I worry about the consequences of failing my foreign language class (2.78). To know further information for each item of each aspect, it can be seen on the appendices.

Discussion

Level of Students' Anxiety

The aimed of conducted this research is to find out the level of students' anxiety in learning English at Journalism Study Program Bengkulu University. The findings are: first the students fell into the medium level of anxiety. Medium level of anxiety is serious situation that faced by the students when learning English. In process of learning English more than half of students of Journalism Study Program Bengkulu University feel anxiety when learning English at the first semester.

Factors that Caused Students' Anxiety

There are three aspects of factors that caused anxiety, communication apprehension, fear of negative evaluation and test anxiety. The most dominant factors that cause students' anxiety in learning English is fear of negative evaluation.

Fear of Negative Evaluation

The first aspect that caused students anxiety in learning English at Journalism Study Program Bengkulu University is fear of negative evaluation. This factor is the most factor that faced by the students of Journalism Study Program Bengkulu University who are taking English class in the first semester. The findings showed that the students of Journalism Study Program Bengkulu University has feeling anxiety in learning English because afraid about negative evaluation that given by lectures also friend.

Based on the Alsowad (2016), found that the dominant causes of students' anxiety were worrying about the consequences of failing, forgetting things they have already known, and feeling nervous during language tests. Next according to Akbar (2017), in his research found that the students feel anxiety caused by test anxiety. Meanwhile, Sutarsyah (2017) found that the majority factors that caused anxiety were nervousness followed by worry and tension. He also explained that this occurred because students do not confident in their performance and they felt that they do not able in producing the second language. Different with this research, in this research the researcher found that the dominant factor that cause students' anxiety mostly come from fear of negative evaluation.

Next, there are some similarities of this research with the previous research, first according to Aulia (2020), in her research found that the dominant factor that caused anxiety were fear of negative evaluation. Then Agustin (2019) found that the majority factors that caused anxiety were the fear of negative evaluation. It was found that the students feel afraid to learn English because afraid about negative evaluation that given by their friends or their lectures.

Communication Apprehension

The next aspect is concerned with communication apprehension. This aspect is the second aspect that caused students' anxiety in learning English at Journalism Study Program Bengkulu University. The statement of the questionnaire shows that

the majority of the students chose high option if they feel very self-conscious about speaking the foreign language in front of other students. In this case, students will feel afraid when speaking in front of the classroom. It is commonly understood that the students who lack of confident will anxious and nervous to speak in front of other people. When the students see students who more fluent in speaking than they are make this student will nervous and fear to speak in front of the students.

In this research communication apprehension is the second factor that caused anxiety in learning English. Similar like Musliadi (2019) found that participants of his research experience communication apprehension when learning English. Different with Aulia (2020) she found that anxiety happened because the students fear of negative evaluation that given both from lecture or their own friends. Mustachim (2014) found that factors that influence anxiety are: when others laugh at them, incomprehensible lessons, the nature of teacher and lack of preparation.

Test anxiety

The third aspect is concerned with test anxiety. This aspect is the third aspect that caused students' anxiety in learning English at Journalism Study Program Bengkulu University. Many students stated that they feel nervous when they tremble when they know that they are going to be called on in language class, they are afraid that their language teacher is ready to correct every mistake they make, they are afraid that the other students will laugh at them when they speak the foreign language and they get nervous when the language teacher asks questions which they haven't prepared in advance. This happened because the students still lack at English and fear about the negative evaluation that someone given.

Different results with the previous research, according to Mustachim (2014) found that factors that influence anxiety are: when others laugh at them, incomprehensible lessons, the nature of teacher and lack of preparation. Musliadi (2019) found that participants of his research experience communication apprehension when learning English. Aulia (2020) she found that anxiety happened because the students fear of negative evaluation that given both from lecture or their own friends.

Conclusion and Suggestion

Conclusion

After conducting the research and investigate the level and the factors that caused students' anxiety in learning English at Journalism Study Program Bengkulu

University, the researchers conclude it based on the research question and the conclusions are: First, the data showed that the majority of the students (54 out of 73) are in the level of medium anxiety, it means that the overall anxiety level students of Journalism Study Program Bengkulu University is medium anxiety in learning English at the first semester. Second, there are three factors that make the students of Journalism Study Program Bengkulu University academic year 2021/2022 feel anxiety when learning English, they are:

4. Fear of Negative Evaluation (Strongly Affected)
5. Communication Apprehension (Moderately Affected)
6. Test Anxiety (Less Affected)

The majority factor that caused students' Anxiety in learning English at Journalism Study Program Bengkulu University was mostly came from fear of negative evaluation with the total average is 2.75 and the item number 33 "I get nervous when the language teacher asks questions which I haven't prepared in advance" with the weighted mean is 2.98 and there are 45% of students chose high in this statement.

Suggestion

According to the conclusion, the researchers suggest this research for program Coordinator of Journalism Study Program Bengkulu University to manage and organize strategies how to learn English that is suitable for new students of Journalism Study Program so they will feel less anxiety when learning English at the first semester. Then for the lectures, the lecturers have to realize if most of their students are anxiety, so that is why the lecturers must make a cozy situation in teaching and learning process. The last for the further researcher, the researchers suggest to do the study about anxiety in learning English in other department even in other university. Also, for the next researchers, they can examine anxiety in learning English more specific such as measure anxiety in speaking, reading, listening as well as writing skill because almost students also feel anxiety in those skills.

References

Agustin, N. (2019). *The analysis of factors that affect students' anxiety in speaking for presentation (A study of the Fourth Semester Students at the English Education Study Program of Universitas Bengkulu in Academic Year*

- 2018/2019). Faculty Teacher Training and Education Universitas Bengkulu. Thesis. UNIB: Unpublished.
- Akbar, A. (2017). *Factors causing foreign language anxiety in speaking (A study of the third semester students at the English Education Study Program of Universitas Bengkulu in academic year 2017/2018)*. Faculty Teacher Training and Education Universitas Bengkulu. Thesis. UNIB: Unpublished.
- Alsowad, H. (2016). Foreign language anxiety in higher education: a practical framework for reducing FLA. *Collage of Education, Taif University, Saudi Arabia. European Scientific Journal*. 12 (7), 193. doi: 10.19044/esj.2016.v12n7p193
- Arikunto, S. (2010). *Prosedur penelitian: suatu pendekatan praktek (Research procedure: a practical approach)*. Jakarta: rineka cipta.
- Aulia, D. (2020). An analysis of Students' anxiety in speaking for discussion class. *Journal of Development and Innovation in Language and Literature Education*. 2(20). 312.
- Brown, D. (1994). Personality, motivation, anxiety, strategies, and language proficiency of japanese students. *University of Hawai'i Working Papers in ESL*. 15(1). 1.
- Cendani, D. A. (2018). Students' anxiety level in speaking on general English class a case study at English Teacher Education Department UIN Sunan Ampel Surabaya. Undergraduate thesis, UIN Sunan Ampel Surabaya.
- Chen, X. (2015). A tentative study of vocabulary learning anxiety in college English learning in china. *International Journal of English Linguistics*. 5(1). 2.cui
- Cui, J. (2011). Research on high school students' English learning anxiety. *Journal of Language Teaching and Research*. 2(4). 1.
- Edward, J. and Jonathan, V. (2019). Exploring English speaking anxiety among Filipino engineering students: its influence on task performance and its sources. *Journal of Language Studies*. 19(3). 45.
- Gophang, B. and Bughia, A. (2015). Investigating Foreign Language Learning Anxiety among Students Learning English in A Public Sector University, Pakistan. *The Malaysian Online Journal of Educational Science*. 3(4). 31.
- Hair, E. A. 2010. *Multivariate data analysis (7th ed)*. United States:Pearson.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern language journal*, 70(2), 127. <https://doi.org/10.2307/327317>
- Huberty, T. J. (2012). *Anxiety and depression in children and adolescents assessment, intervention, and prevention*. New York: Springer science and business media.
- Karmila, M. and Ridwan .A.(2017). Using smartphone-integrated model of teaching to overcome students' speaking anxiety in learning English as a foreign language. *Journal of Arts & Humanities*. 6(9). 123.
- Liu, M. and Yuan, R. (2012). Changes in and effects of foreign language classroom anxiety and listening anxiety on Chinese undergraduate students' English proficiency in the covid-19 context. *Oroginal Research*. 12(10).5. <https://doi.org/10.3389/fpsyg.2021.670824>
- Maria, N. (2019). Foreign language anxiety: The case of young learners of English in Swedish primary classrooms. *Journal of Applied Language Studies*. 13(2). 54.
- Michelle, S. and Robert. (2019). What is an anxiety disorder. *Influential Publication*. 9(3).3. <https://doi.org/10.1176/foc.9.3.foc369>
- Mulyadi and Puspita. (2003). *Kiat belajar sukses di perguruan tinggi (Tips for studying for success in college)*. Jakarta : Audia Grafika, 2003.

- Musliadi (2019). Indonesia students' speaking anxiety in learning English as a foreign language. *International Journal of Media*. 2(1). 443.
- Mustachim, A. (2014). *Students' anxiety in learning English, a case study at the 8th grade of SMPN 9 South Tangerang*. Faculty of tarbiyah and teachers training. Uin syarif hidayatullah:Unpublished.
- Ormrod, J. E. (2011). *Educational psychology: Developing learner*. Boston: Pearson Education Inc.
- Oxford, R. L. (1999). *Anxiety and the language learner: new insights*, in Jane Arnold (Ed.), *affect in language learning*, (Cambridge: Cambridge University Press, 1999). p. 60.
- Passiatore, and Olivia, C. (2019). Self-efficacy and anxiety in learning English as a foreign language: singing in class helps speaking performance. *ECPS Journal*. 2(4). 1.
- Spielberger, C.D. (1992). *Manual for the state-trait anxiety (from Y) consulting psychologists press*, Palo Alto. CA: Consulting psychologists Press.
- Sugiyono. 2009. *Metode penelitian kuantitatif, kualitatif, dan RAD (qualitative, quantitative and RAD research methods)*. Bandung; Alfabet.
- Sutarsyah, C. (2017). An analysis of student' speaking anxiety and its effect on speaking performance. *IJETAL (Indonesian Journal of English Language Teaching and Applied Linguistic)*. 1(2), 143-152.
- Wang, X. and Zhang, W. (2021). Psychological anxiety of college students' foreign language learning in online course. *Original Research*. 12(10), 1.