Students' Anxiety in Learning English: A Case Study At the 4th Semester of the English Department of Muhammadiyah University, Sorong

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Abstract

Anxiety is a sense of restlessness, together with fear or worry, that may be mild or intense. Everyone has emotions of tension at some unspecified time in the future in their life. For example, you can experience involved and hectic approximately sitting an exam, or having a scientific test or job interview. Anxiety is a normal thing to feel when someone faces a situation or hears news that causes fear or worry. However, you need to be wary of anxiety if it appears for no reason or is difficult to control, because it could be caused by an anxiety disorder. This research aims to find out what elements are more likely to cause anxiety as felt by researchers in semester 4 of the English Department at Muhammadiyah University, Sorong. This research uses qualitative research techniques with a case study method. The setting of the study changed in the 4th semester of the English department of Sorong Muhammadiyah University. The study at carried out in the 4th semester of the English branch of Sorong Muhammadiyah University from April 14 to May 17, 2023. It consisted of interviews and more than one classroom observation for around a month in the 4th semester of the English branch of Sorong Muhammadiyah University. In collecting the data researcher uses interview and observation techniques. While analyzing data she reduces the data, displays and concludes. Based on the findings, the elements that contribute to anxiety might be categorized as follows: 1. Factors that Contribute to Anxiety come from Teacher (a). Speaking in front of the elegance. (b). Incomprehensible enter (c). Teachers' character and attitude. 2. Factors that Contribute to Anxiety come from Students (a). Being laughed at with the aid of others (b). Students' ideals about the language learning (c). Lack of education.

Keywords: *Anxiety, emotions, speaking, students, learning English*

1. INTRODUCTION

Emotions are essential inside the lecture room since it has an impact on learning. They affect rookies' capacity to procedure records and to as it should be apprehended what they stumble upon. Cookson LJ (2015) stated that an emotion is typically pretty quick-lived, however severe. Emotions

are also probably to have an exact and identifiable reason. Feelings are prompted by way of our belief of the state of affairs, which is why the same emotion can cause distinctive emotions among humans experiencing it. Brown (1991) states that feelings affect getting to know in the maximum fundamental way due to the fact they may be the muse of the getting-to-know strategies and techniques. In other words, the emotional state can encourage or discourage studying. For example, college students learn and perform greater efficiently once they feel secure, glad, and excited about the issue. Emotions have the potential to energize students' questioning and now have the potential to intervene with mastering. Negative emotions inclusive of anger, tension, and disappointment can distract college students from gaining knowledge of efforts. Psychologist Paul Ekman (1972) advised that there are six simple feelings which might be widespread in human cultures: fear, disgust, anger, marvel, joy, and disappointment.

Unfortunately, in the case of foreign language learning, college students' feelings tend to be more discouraging in place of encouraging. One of the emotional states that make such a manner will become tough is anxiety. Emotional state including anxiety can distract college students in the language getting to know manner. A feeling of tension, fear, and nervousness will impede students' capacity to carry out efficaciously in a foreign language study room. According to Oxford, "Most language studies indicate a poor relationship between tension and overall performance." Anxiety harms college students' performance by causing a manner of worry, self-doubt, and decreased participation. Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system, (Spielberger, 1983, p. 1). Not only is it intuitive to many people that anxiety negatively influences language learning, but it is also logical because anxiety has been found to interfere with many types of learning and has been one of the most highly examined variables in all of psychology and education. In addition, in keeping with Krashen (1992), debilitating anxiety can improve the affective clear out and form a 'mental block' that stops an understandable enter from getting used for language acquisition. Anxious students will have problems in following lessons. They may examine much less and also may not be able to exhibit what they have discovered. Even worse, they'll experience greater failure, which in turn improves their tension.

Meanwhile, at some point in his teaching exercise in the 4th semester of the English department of Sorong Muhammadiyah University, the writer determined signs of hysteria among many of the college students. Many of them got nervous, created avoidance and reduced participation in the school room. They have been afraid and shy to practice with the target language, in this situation the goal language is English, due to the fact they have been worried approximately making mistakes. One of the notions if he made a mistake, the trainer would get irritated and his peers might ridicule her. So, she favoured to be quiet and take a seat passively. While some of them additionally believed that English was a tough difficulty. Such beliefs can affect their self-esteem and cause them to experience worry in a study room. In the end, after they were requested to practice, they began to stutter. Moreover, some of them were not able to provide the sound or intonation even after some repetitions because they were not positive if they could practice their English. It became pretty difficult for the writer to do proper mastering activities with them.

In other phrases, tension can hinder the scholars from achieving the targets in their English mastering. Based on the curriculum MBKM (*Merdeka Belajar Kampus Merdeka*), the objectives of English mastering in the 4th semester of the English branch of Sorong Muhammadiyah University are stated as follows:

1. To be able to broaden a communicative competence whether in written or oral shape to acquire a practical literacy.
2. To know English nature and importance to increase national competitiveness in a globalised society.
3. To increase beginners' knowledge approximately the language and the character relation.

Since anxiety will have main effects on foreign language learning, it's miles critical to explore the scholars' tension. Horwitz & Cope, (1986) believe that anxiety undermines the process of foreign language learning. Therefore, the author is keen to investigate what factors, as perceived by students, may additionally contribute to the tension in an attempt to apprehend the issue of anxiety in getting to know English greater deeply.

Some researchers have been conducted same study but difference angles such as **Amrullah, Hanif** at all (2018): Students' anxiety in learning english (a case study at smk muhammadiyah 2 malang),

Nuriman U. Bogodad at all(2021) A Study on Students' Anxiety in Speaking English, **Shitta Setiana Armadianti** at all (2022): Anxiety in speaking english; student's attitude and the role of gender and Students' anxiety in learning english (a case study at 1st graders of smk ma'arif nu doro).

The goal of this research is to determine what elements are more possibly to motivate anxiety as perceived with the aid of the scholars in the 4th semester of the English department of Sorong Muhammadiyah University.

2. RESEARCH METHOD

Research Design

This study employed the qualitative research technique with the case examination method. The qualitative method was chosen because this has a look at goals at supplying perception into the case of language tension in the 4th semester of the English branch of Sorong Muhammadiyah University, especially tension in learning English.

The Setting of the Study

The setting of the study changed in the 4th semester of the English branch of Sorong Muhammadiyah University. Have a look at this carried out in the 4th semester of the English department of Sorong Muhammadiyah University from April 14 to May 17, 2023. It consisted of interviews and more than one classroom observation for around a month in the 4th semester of the English division of Sorong Muhammadiyah University. The first three weeks have been used for interviews and the relaxation of the weeks used for classroom observations.

Data Sources and Data Collection Techniques

To acquire the statistics, the writer used two strategies of statistics series. Since the observation is a case look at, the writer uses an in-depth interview approach as the primary technique and then it is accompanied by lecture room commentary for a validity check.

1.   Interview

The interview is a facts series approach by using a way of interviewing a selected person as a respondent. Furthermore, it's far-right face-to-face to try to reap reliable and valid measures within the shape of verbal responses from one or more respondents.

2.   Observation

Another facts collection method is remark. Observation, consistent with Bungin, is a facts collection approach used to accumulate research information through observation and sensing. In this case, the observation was performed with the aid of gazing at students' behaviour during coaching and gaining knowledge.

Data Analysis Techniques and the Validity of Data

The method of records analysis fell into 3 essential phases following the framework of qualitative analysis developed utilizing Miles and Huberman: statistics discount, facts show, and conclusion drawing and verification.

1.   Data Reduction

First, the mass of the statistics must be prepared and by hook or by crook meaningfully reduced or reconfigured. According to Miles and Huberman, statistics discount refers to the technique of choosing, focusing, simplifying, abstracting, and transforming the facts.

In decreasing the information, the writer selected which aspects of the statistics that appeared within the interview transcriptions and discipline notes, must be emphasised, minimized, or set aside absolutely for the research. Further, the author placed code on each meaningful unit based on the list of codes (desk three.1). Then, the writer tested all of the relevant facts' sources for description and themes as a way to be used for the study's findings.

Table 3.1

List of Code

Factors Contribute to Anxiety	Codes
AF: Factors from teacher	AF-T
AF: Teachers' personality	AF-TP
AF: Speaking in front of the class	AF-TSP
AF: Incomprehensible Input	AF-TII
AF: Factors from students	AF-S
AF: Ridiculed by peers	AF-SR

AF: Beliefs about English	AF-SB
English is difficult	AF-SB/DF
Low self-esteem	AF-SB/LO
AF: Lack of preparation	AF-SLK

Conclusion drawing entails stepping lower back to take into account what analyzed records imply and to assess their implication for the research question. In this section, the writer drew that means from the facts in a display.

Furthermore, the information must be checked for sturdiness and confirmability. The author checked the validation of the statistics using the triangulation strategy. According to Miles and Huberman, triangulating is a tactic for verifying or confirming findings via the use of a couple of assets and modes of

2.   Data Display

Data display is the second segment in Miles and Huberman's model of qualitative statistics evaluation. This phase gives a prepared and compressed assembly of records that allows for conclusion drawing. The author displayed the information that has been decreased to facilitate facts interpretation. It is displayed in a table with the primary categories along with elements make contribute to language anxiety.

3.   Conclusion Drawing and Verification

Conclusion drawing includes stepping back to recollect what analyzed information implies and to evaluate their implication for the research question. In this segment, the writer drew which means from the data in a show.

Furthermore, the information should be checked for his or her sturdiness and confirmability. The author checked the validation of the statistics with the use of a triangulation approach. According to Miles and Huberman, triangulating is a tactic for verifying or confirming findings using more than one resource and modes of evidence The creator tested more than one resource, consisting of interview responses and observational records as many times as important to attain the valid findings of this study.

3. FINDINGS AND DISCUSSION

a. **Data Description**

The facts had been accrued through dependent interviews with the participants who were considered to be troubled in English class and study room statements. The desk below is facts show compiled from the interview. It suggests what elements that would contribute to the students' tension.

Table 4.1 Factors Contribute to Anxiety

Interview	Participants Answers/Factors Contribute to Anxiety [AF]
1st. interview	Unclear explanation [AF-TII], asked to speak in front of the class [AF-TSP], explain mostly in English [AF- TII], ridiculed by peers [AF-SR], limited vocabulary [AF-SB/LO], studying less [AF-SLK], asked by the teacher [AF-TSP], unannounced test [AF-TP], threatening attitude [AF-TP],
2nd Interview	Asked by the teacher [AF-TSP], unclear explanation [AF-TII], ignored by the teacher [AF-TP], getting left behind [AF-TII], studying less [AF-SLK], do not understand what the teacher said [AF-TII], the teacher mostly using English [AF-TII], ridiculed by peers [AF-SR], the way the teacher acts and behaves [AF-TP],
3rd interview	Being called by the teacher [AF-TSP], asked by the teacher to speak in front of the class [AF-TSP],
	having the turn to speak [AF-TSP], unclear explanation [AF-TII], ridiculed by peers [AF-SR],
4th interview	English is difficult [AF-SB/DF], do not understand what the teacher said [AF-TII], explain too fast [AF-TII], speak in front of the class [AF-TSP], ridiculed by peers [AF-SR],
5th interview	Ridiculed by peers [AF-SR], asked to speak in front of the class [AF-TSP], limited vocabulary [AF-SB/LO], English is difficult [AF-SB/DF],
6th interview	Unclear explanation [AF-TII], asked to speak in front of the class [AF-TSP], ridiculed by peers [AF-SR], studying less [AF-SLK], English is difficult [AF- SB/DF], feel other students are better [AF-SB/LO], explain too fast [AF-TII],

7th interview	English is difficult [AF-SB/DF], speak in front of the class [AF-TSP], ridiculed by peers [AF-SR],
8th interview	Being called by the teacher [AF-TSP], asked to practice [AF-TSP], do not understand what t h e teachersaid [AF-TII], ridiculed by peers [AF-SR],
9th interview	English is difficult [AF-SB/DF], does not understand what t h e teacher said [AF-TII], ridiculed by peers [AF-SR],
10th interview	Suddenly asked by the teacher [AF-TSP], unclear explanation [AF-TII], fear of being ridiculed by others [AF-SR], feel other students are better [AF- SB/LO], limited vocabulary [AF-SB/LO], English is difficult [AF-SB/DF], threatening attitude [AF-TP],
11th interview	Unclear explanation [AF-TII], explain too fast [AF-TII], getting left behind [AF-TII], speaking in front of the class [AF-TSP], ridiculed by peers [AF-SR],

Based on table 4.1, indicates that unclear explanations and speaking sports were the aspects that afflicted the individuals most approximately English elegance. They also mentioned their fear of making mistakes and being ridiculed by way of friends. Further/then, while asked why their experience was so tense, the contributors replied that they experienced irritation while no longer understanding what the trainer said and were no longer prepared sufficiently. Again, additionally, they worry about being ridiculed by way of peers so they become hectic. Moreover, they thought that they were hectic because the handiest had restricted vocabulary and grammar expertise. They also felt that other students were higher than them.
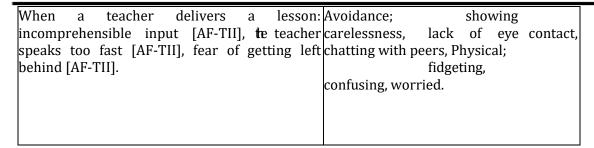
While asked how humans react if someone makes a mistake, they all responded that their friends will laugh. The creator also tested the members' ideals about the English language. Most of the contributors additionally admitted that English was hard. The concept is that they need to realize each word to recognize what is being said in English. They also thought that other students had been better than them.

Further, the individuals additionally asked how the teacher influenced their emotions. They spoke back that the trainer can generate anxiety by way of the manner they act and behave together with a harsh and threatening approach, spoke an excessive amount of fast, and compelled them to exercise. Last, the participants recommended that the teacher should train greater slowly and understand by way of the use of English reasonably. They additionally desired the instructor to encourage them and not compel them to exercise. Moreover, they argued that a collection of mastering and extra time to soak up the lesson might be very beneficial. The table below is an information show compiled from school room observation.

1. **The result of the Observation**

Table 4.2 Factors Contribute to Anxiety

Factors contribute to Anxiety [AF]	Signs
Speaking activities: speaking in front of the class [AF-TSP], being called on by the teacher or waiting for turn [AF-TSP], did not know how to answer the teacher's question [AF-TSP], worried about grammatical mistakes worried about pronunciation [AF-SB/LO]	Avoidance; lack of eye contact, pretending to be busy by reading a book or writing a note, refusing teachers' instruction to practice. Physical; fidgeting, stuttering, stammering, lowering the voice, speaking too fast and sweating.
Ridiculed by others [AF-SR]	Physical; Lose focus, fidgeting, lowering the voice, squirming, stammering, stuttering, jittering, sweating or smiling, laughing to cover anxiousness.

When a teacher delivers a lesson: incomprehensible input [AF-TII], the teacher speaks too fast [AF-TII], fear of getting left behind [AF-TII].	Avoidance; showing carelessness, lack of eye contact, chatting with peers, Physical; fidgeting, confusing, worried.

Based on table 4.2, suggests that students may experience disturbing at a few conditions. Students were frequently stressed in speaking sports such as speaking in front of the elegance, being known as on by way of the teacher or waiting to flip to talk. They are also concerned about grammatical and pronunciation mistakes.

It also found out that students frequently laughed at scholars who made a mistake. Some college students seemed to be anxious whilst their peers ridiculed them. Further, it also seemed that students may sense disturbing while the teacher delivered a lesson. They started to feel uneasy while not recognising the lesson.

Discussion

The findings recommended several elements that probably contributed to the scholars' anxiety about their English class. It additionally indicated that the elements that were not most effective come from the instructor but additionally the scholars. Based on the findings, the elements that contribute to anxiety might be categorized as follows:

1.   Factors that Contribute to Anxiety come from Teacher

a.   Speaking in front of the elegance

Most of the contributors spoke back that they had been very worried about having to speak in front of the magnificence. They regularly responded that they began to worry when their trainer asked them to practice their speech in front of the class. While the alternative stated that they started to panic whilst having to speak English. Many also commented that they get traumatic when unexpectedly teacher requested them a question. One student stated that simply being referred to as on can produce anxiety. Moreover, a number of the contributors confessed that they felt uneasy because all of the college students were aware of them.

They worry about being negatively evaluated utilizing each teacher and peers which could expose their inadequacies. Furthermore, they thought it'd occur due to their confined vocabulary and grammatical understanding.

During commentary, it also found that students appeared to be troubled when speaking in front of others. Some of them reduced their voices or studied quicker to keep away from the trainer's correction. While numerous others were probably to avoid their instructor by pretending to be busy writing a note or studying a book. Few even refuse the teacher's training to practice their

speaking talent in front of the class which allows you to avoid humiliation or embarrassment of being referred to as to talk.

A similar result was found by Iizuka (2010) that students experienced anxiety in some contexts. One of the contexts is talking in the front of the class. This locating is also consistent with Koch and Terrel, as mentioned in Oxford (1999) that oral presentation is the most tension-producing activity. He brought up that being known as one to reply orally turned into additional anxiety. Horwitz et al. (1986) additionally stated that students are very self-aware of talking foreign language in front of other college students, the feeling often causes fear or maybe panic. Moreover, in keeping with them difficulty in speaking in dyads or corporations or public are all manifestations of communique apprehension.

b.   Incomprehensible enter

According to the members, unclear clarification might also contribute to their tension in learning English. The interview indicated that maximum of the contributors get troubled when they don't recognize a lesson. They informed me that they started to feel uneasy after they didn't apprehend what the instructor said. Some of them added that they feared they could not apprehend all the languages entered which elevated the possibility of their failure.

Many complained that the instructor spoke too much rapidly. In addition, different also felt that the English magnificence moved so quickly. Several different individuals reported that they often feel intimidated when the teacher is most effective in using English whilst giving a lesson. One responded that he was so irritated when he didn't apprehend a lesson. The different one additionally admitted that a further time would be very helpful for him to digest the lesson.

Moreover, the result of the observation revealed that some students appeared harassed when the instructor gave a lesson. A few even showed carelessness by way of talking to their friend next to them or drawing something maybe to lessen their nervousness.

According to Horwitz et al. (1986), problems in listening to or learning a spoken message are manifestations of verbal exchange apprehension. Worde (2003) also mentioned that incomprehension provoked a large amount of anxiety. Moreover, similar results were discovered by using Iizuka (2010) that trouble in following instructors communicates results in anxiety.

c.   Teachers' character and attitude

The two previous factors discussed, speaking in the front of the class and incomprehensible entry, each indicated that it became clear teacher had played a sizable function in the quantity of tension. However, different factors mentioned utilizing the participants had been additionally regarded to be generated using the instructor.

Some contributors suggested that they were given hectic when trainers overly criticized college students' mistakes. It made them experience very intimidated. They also commented that they started to feel uncomfortable or concerned while all at once the trainer gave them a quiz or a take a look at. Furthermore, they counselled that trainer must display their empathy and encouragement to their college students.

A few different students complained that the teacher on occasion showed an apathetic mindset. One informed his experience that one day he requested approximately a lesson but the teacher simply neglected him. The trainer ordered him to invite his pal in place of answering the question. The different one instructed a comparable story. The trainer didn't want to copy the explanation. He delivered the teacher accused him of not listening to the rationale so the teacher refused to copy. Price (1991) noted that a few instructors had multiplied college students' tension. These findings had been additionally steady with Oxford (1999) who categorized the maximum critical instructor-learner interaction related to language tension into three troubles including harsh correction, ridicule, and the uncomfortable handling of mistakes in the front of a category. Similar outcomes were observed by Worde (2003) that a few pedagogical and instructional practices delivered by way of the teacher can cause anxiety.

2.   Factors that Contribute to Anxiety come from Students
        a. Being laughed at with the aid of others
        Another element that play an extraordinary function in contributing to the participants' hectic feeling is an unsupportive manner which includes ridicule by peers or instructor. They all thought that human beings in their schoolroom would snort at them if they made a mistake. In other phrases, all of them were very worried approximately being laughed at by others or making fools of themselves in public.

        Moreover, some of them had painful memories of being ridiculed by different college students. They admitted that their friends regularly ridiculed or even from time to time shouted at them if they made a mistake. It just surely makes them lose their attention and experience so much embarrassment. This location also indicated this is why they get so apprehensive when they have to talk in front of the class.

        In addition, this finding is supported with the aid of the result of the remark that indeed maximum college students were likely to laugh at their peers whilst she or he made a mistake. The worst component turned into the students who made mistakes and just started to lose consciousness. Their thoughts went blank and remained silent for a second. They fidgeting, squirming, stammering or stuttering. They seemed so disturbed, concerned or even sweating. While a number of them simply smiled or laughed to cover their anxious feeling.

        A similar result was found by Price (1991) that worry of being laughed at employing others is one of the best assets of tension. Moreover, this finding is likewise consistent with Oxford (1999), who cited that ridicule is one of the most essential troubles related to language tension.
        b. Students' ideas about language learning
        Certain beliefs have been additionally discovered as aspects which can contribute to students' tension. The interview discovered that English has won recognition as a notorious lesson. Many of the participants felt that English turned into a difficult difficulty. They regularly think that they simply cannot speak successfully or comprehend the lesson. They also felt less capable than

different students. They saved questioning that different students were way higher than them. In other phrases, they had a low vanity.

Furthermore, some of them spoke back that they felt beaten by the language policies. While numerous others admitted that they had trouble with their vocabulary. They believed that to apprehend what was being said in English they should recognize each word.

Moreover, all through commentary it additionally found out that scholars have been too afraid to grow to be energetic in their study room. Most students have been passive. They preferred to look forward to the academics, just observed and did regardless of what the trainer instructed them to do. These findings have been consistent with Horwitz et al. (1986) that certain ideals about language studying also contribute to the scholars' tension and frustration inside the school room. In addition, Price (1991) found that aggravating students believed their language abilities were weaker than other college students. He added that unsuccessful language learners frequently have decreased shallowness than a hit language learner. A similar result was determined employing Marwan (2007) that lack of self-belief is one of the primary reasons for students' anxiety.

c. Lack of education

The findings indicated that lack of training became also a factor that contributed to the students' anxiety. Few admitted that they generally get very irritated after they don't prepare enough for check or talking exercises. One blamed himself for getting so much worried due to the fact he became analyzing less. A similar result was found by Marwan (2007) that loss of instruction changed into the fundamental contributor to college students' anxiety. In addition, Iizuka (2010) also determined that taking part in elegance without guidance frequently results in tension.

CONCLUSION

While other studies of foreign language tension consciousness on both each university or high college level, this gift study recognises on junior secondary college stage and shows clear and convincing proof of the causes of college students' anxiety in mastering English. According to the scholars, there are various factors which can contribute to their anxiety. There are at least six factors which can be found in this look, they may be: speaking in front of the class, being laughed at by others, incomprehensible input, teacher, students' beliefs, and lack of guidance. The resources of those elements are not only effective for the teacher but also for the students. Moreover, those elements mentioned in this take a look at, which deepened our knowledge of foreign language anxiety.

The reports of the students offer a first-rate deal of statistics approximately students' tension in studying English. They provide insights on what can also contribute to their anxiety in addition to what teachers can do to reduce that tension. In other words, college students can offer precious statistics about their tension in gaining knowledge of English. Therefore, it's crucial to apply their insights to create a more relaxing environment.

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