

# A Case Study: Factors Contributing to Anxiety Possessed by Bunga in Learning Maritime English at Maritime Department Politeknik Negeri Samarinda

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**Abstract**—From the pre observation it was found that there was a learner, Bunga, who was very unusual. She was shaking and speaking inaudibly when she sat in English classroom. Pre investigation has been done before this study was conducted. In the pre investigation the researchers gave foreign language classroom anxiety scale questionnaire to 50 learners. Bunga has got the highest score in her anxiety questionnaire. Therefore, Bunga was considered as an anxious language learner that was needed to be studied further. The aim of this study was to investigate factors that contribute to foreign language anxiety possessed by Bunga in learning Maritime English which have made her different with other learners. The result of the study showed that there were some factors attributed to her foreign language anxiety, they were: classroom activities which related to teacher's instruction and task, such as instructed to read text aloud and speaking in front of the class. Besides classroom activities, it was also found that there were some factors came from herself which made her anxious in learning English, they were: believe about language learning, lack of English proficiency, low self-esteem due to self-comparison, fear of making mistake, and afraid of being laughed by other students.

**Keywords**—foreign language anxiety, anxious learner

## I. INTRODUCTION

Maritime English proficiency is very crucial for those who work in maritime field. It is very important for the ship crew to understand and use maritime English in all skills including listening, speaking, reading and writing appropriately in order to achieve effective communication with seafarers on board to ensure safety of the ship. Considering the importance of maritime English for the maritime students, maritime English has become one of the important subjects in Maritime major. However, learning Maritime English is a challenge for the student since it uses specific unfamiliar terminologies.

Moreover, many experts have proofed through investigation that there are some variables affecting language learning. One of them is anxiety. There have been numerous studies found that foreign language anxiety which is

experienced by foreign language learner plays a significant role in foreign language classroom. Many researchers have recognized anxiety as potential problem in learning a language. According to Liu *et al.*, learners who possessed high anxiety tend to perform worse than their peers who have low anxiety [1]. In line with this theory Horwitz et al as cited in Subekti proposed that foreign language anxiety gives negative effect on foreign language learner. In other words, anxious learners tend to achieve less than those who do not feel anxiety in learning English [2].

Furthermore, a pre investigation that has been done in Maritime department, Politeknik Negeri Samarinda showed that there was one of the learners who was so unusual, she was very anxious in learning English, in fact she was shaking when she sat in English classroom. Based on the pre investigation through questionnaire and interview it was found that she was the most anxious foreign language learner. Moreover, her anxiety led to problems in her language learning which resulting low proficiency. Bunga has got the lowest score in English among her 50 friends who has lower anxiety or does not have anxiety at all in learning English. This study tried to find out factors contributing to Bunga's anxiety so that researcher could find the problem and would be able to find the solution to help Bunga in learning English in the next semester.

## II. LITERATURE REVIEW

### A. Anxiety

Research on anxiety has well been investigated for decades. In general, anxiety arises as a response to particular situation. Sdorrow defined anxiety as a feeling of nervous which increasing sweat, heart rate and breathing rate [3].

### B. Types of anxiety

Several types of anxiety have been well recognized by many studies. Two of them are state anxiety and trait anxiety. State anxiety is anxiety that occurs when someone faces specific situations. As explained by Ormrod [4],

anxiety is a non-permanent feeling of anxiety emerged by threatening situation. Another kind of anxiety is trait anxiety. Unlike the state anxiety, trait anxiety comes more intense and lasted for long. Trait anxiety occurs even in nonthreatening situations.

### C. Anxiety and English language learning

There are some types of anxiety which have been proposed by researchers as follows:

1) *Foreign language classroom anxiety*: According to [7] Foreign language anxiety is a complex concept which is influenced by distinct factors such as self-perception, beliefs, feelings, and behaviours related to language learning process in classroom resulting from the uniqueness of the language learning process.

2) *Impact of Foreign language learning anxiety*: A large number of existing studies in the broad literature have examined the impact of anxiety on learners' performance. Numerous studies have proposed that high levels of anxiety tend to have a negative effect on learners' performance in language learning. As suggested by [3] anxious students seemed to have difficulty in paying attention to the lesson, processing and retrieving information effectively and performing in skills that have been learnt previously.

3) *Possible anxiety factors*: Great deal of research such as has yielded information about possible factors that might influence anxiety in language learning such as: poor performance, self-comparison with peers, afraid of making mistake, individual works, teacher - student interaction, teachers' correction, teacher's instruction, and unfriendly or strict teachers [2], [6-11].

## III. METHODOLOGY

This study is a qualitative approach with a case study design. Creswell states that case study is an in-depth exploration of a program, event, activity, an individual or more individuals. The subject of this study was an individual who investigated in depth in order to find her factors that contributed to her anxiety [13].

### A. Sample

Since this study is a case study, there was one individual as a subject that investigated deeply. The focus of the case can be an individual [14]. She was a second semester student of, nautical program, Maritime, Politeknik Negeri Samarinda. By considering research ethics code of anonymity and privacy of research subject [15] the subject was given an initial name as Bunga.

Before the study was conducted, the researcher has done pre investigation. Based on the pre observation through 1 semester and the highest score (105) that Bunga got on anxiety questionnaire among 50 students. It can be concluded that she was an anxious foreign language learner. In fact, from the pre observation it was found that she was shaking and speaking inaudibly when she sat in English classroom. Therefore, Bunga was considered as an anxious language learner that was needed to be studied further. This

study was going to find out factors contributed to foreign language anxiety possessed by Bunga in learning English.

### B. Instruments

1) *Questionnaire*: Foreign Language Classroom Anxiety Scale questionnaire which was measured by Likert scale adapted by [5] was used in this study to find information about learner's anxiety in general. The questionnaire was used in the study only to find general information related to her anxiety in language learning. The result of this questionnaire was followed up by interview and analyzed in depth by using qualitative data. The questionnaire was used in the pre investigation to make sure that the subject has anxiety in language learning.

2) *Interview guideline*: 20 questions that were related to the questionnaire were prepared before the interview. The questions are developed through the interview session.

### C. Data collection procedure

First of all, the learner was given anxiety questionnaire on June 21 2019 to find out her respond in statements related to foreign language anxiety, so that researcher would be able to prepare questions effectively. Then, on July 01, 2019 the learner was interviewed in order to gain deep information related to factors that attributed to her foreign language anxiety.

### D. Data analysis procedure

1) *Questionnaire*: Foreign language anxiety Questionnaire was analysed by using 5 indicators: (5) strongly agree, (4) agree, (3) no idea, (2) disagree, (1) strongly disagree. The score in each item of questionnaire was summed up.

2) *Interview*: Semi-structured interview as the qualitative data was analysed by using Flow Diagram by using [12] which included three stages: Data reduction (individual in-depth interviews were transcribed into Microsoft Word. The transcript was categorized and coded and the data that showed significant contribution to the study was taken); Displaying data (the researcher compacted the data, organized information that permitted conclusion drawing); Drawing & verifying conclusion (the data was analyzed and conclusion was made and it was verified to the theories in order to determine the truth and accuracy of the conclusion).

## IV. FINDINGS AND DISCUSSION

The study revealed that there are several factors that contribute to Bunga's anxiety, as shown in Fig. 1. The findings found several factors attribute to Bunga's anxiety in learning English. They are described as follows:

### A. Classroom activities

Activities in the classroom were found as factors that contributed to Bunga's anxiety in learning English. There were two classroom activities made Bunga anxious, they were:

1) *Instructed to Read text aloud*: This was one of the classroom activities which has made Bunga felt anxious in learning English, as stated by Bunga:

*If you ask me to read the text aloud, I am nervous. (48)*

From the utterance it can be seen that when Bunga was instructed to read the text aloud she felt nervous and anxious. This finding was supported by Worde [6] who proposed that few teachers' instructions in the classroom lead to anxiety [6].

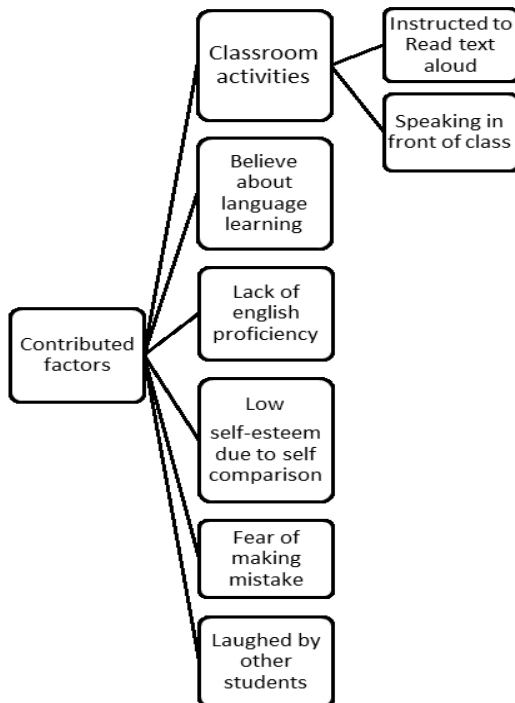


Fig. 1. Factors attribute to bunga's anxiety in learning English.

2) *Speaking in front of the class*: Bunga felt worry and afraid to speak in front of the class because she thought that all of her friends paid attention to her. It made her panic and could not concentrate, as she said:

*To be honest, I was afraid when I was asked to come to the front of the class. (12)*

In interview session Bunga has mentioned several times that she was afraid to speak in front of the class. This situation caused her more anxious in learning English. Similar finding was proposed by Horwitz *et al.* [7] who stated that speaking foreign language in front of other learners makes students very self-conscious.

3) *Classroom activities*: Another source of Bunga's anxiety was her believe in learning English, as stated by Bunga,

*I'm afraid if I got low score in your subject. I am afraid to make you upset because you have spent months teaching us. (64)*

She thought that English was difficult, and she could not pass the course. Moreover, she also believes that she was going to disappoint her lecturer because was sure that she could not do well in English subject. In line with this finding, Horwitz *et al.* claimed that belief about language learning affect student's tension and frustration in the classroom which can cause them anxious [7].

4) *Lack of English proficiency*: Lack of English proficiency has been one of the factors that contributed to bunga's anxiety in learning English, as stated by Bunga:

*.... I just..don't understand at all (2) I feel bad when I compare myself to Alya because they can (understand and use English) but I cannot. I really want to be like them. (86)*

Bunga thought that she had poor English proficiency that she did not understand at all. Students might feel anxious because of their feeling about their English proficiency [8].

5) *Low self-esteem due to self-comparison*: Bunga's belief in language learning that English was not easy and she would not do well in this subject made her unconfident in learning process. Moreover, she kept comparing herself with her other friends which made her feel more insecure. Furthermore, her insecurities might cause her more anxious, as stated by Bunga:

*Sometimes I feel why can't I be like my friends. I am so jealous. I really want to be like my Friends. (22)I feel bad when I compare myself to Alya because they can, but I cannot. I really want to be like them. (86)*

Marwan [9] claimed that low self-esteem as one of the essential causes of learner's anxiety. Moreover, he added that anxious students believe that their skills in English were lower than other students.

6) *Fear of making mistake*: Bunga was afraid of making mistake therefore she preferred to be quite.

*I really want to come to the front of the class, but I am afraid of making mistake. (4)*

One of the factors that make learners anxious is learner's fear of making mistake [11].

7) *Afraid of being laughed by other students*: Laughed by other students loses Bunga's focus and made her mind blank which resulting to silent moment or error answer.

*I really want to perform but sometimes I am afraid to feel nervous, sometimes other students look at me laugh; it makes me feel unconfident. (20)*

The interview showed that Bunga had big intention to perform in front of the class but she was afraid of being laughed by other students. According to Price, one of the factors that can lead to anxiety is speaking the foreign

language in front of other students moreover it may cause more anxiety such as worry of being laughed [10].

#### V. CONCLUSION

Based on the discussion above, it can be concluded that Bunga was an anxious language learner. Moreover, there were factors contributed to her anxiety that came from classroom activities such as instructed to Read text aloud and speaking in front of the class. There were also some factors that came from herself such as lack of English proficiency, low self-esteem due to self-comparison, fear of making mistake, and afraid of being laughed by other students. However, the researcher did not find any finding that showed Bunga's anxiety with the topic of Maritime field.

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