The Students' Perception of Learning English Anxiety

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Abstract. This paper wanted to know about Students' perception in the Economic Education Study Program of their learning English Anxiety. Learning English, especially speaking skills is challenging for students who join the English subject in the fourth semester. This study focuses on the level, the factors, and the strategy how to reduce the student's anxiety. It used descriptive qualitative to implement The Foreign Language Classroom Anxiety Scale (FLCAS) questionnaires and interview the students. The researcher found that the students speaking weaknesses such as lack of preparation, scaring they cannot follow the material because the lecturer explains too fast, afraid of their friend's laughter, misspelling, and mispronouncing english words. (1) There were five students on the level of very anxious, (2) Twenty-first students on level anxious, (3) Sixteen students on the level of mildly anxious, and (4) five students on the level of relaxed. For the students to reduce their anxiety by preparing their mood to learn English, practice speaking more, and try to enjoy and relax to love learning english.

Keywords: Students' Perception · Learning English · Anxiety

1 Introduction

English is one of the subjects that the Economic Education Study Program should master. So, the lecturer finds out that sometimes students do not understand the lecturer's instruction which students lazy to learn English. Students of the Economics Education Study Program learn English subjects in the third semester, the researcher found signs of anxiety among the students to speak English. Students' perception is important to know whether they felt comfortable learning English. As Richards [1] Perception refers to the process of understanding and recognizing events, objects, and stimuli through the use of senses including hearing, sight, and touch. As the explanation about perception above, the students will learn motivation, and attitudes toward language learning including their expectations [2].

"When student learning English is important to support with ability and intelligence, so the process of learning will be more effective if their feeling mood always stable" [3]. One of the emotional states is anxiety, feeling conditions, such as worried and nervous will impede students' ability and nervousness will influence students learning English

in the classroom. As Arnold [4] considered that students' performance and anxiety have a strong relationship to successful learning English.

As Ghazali [5] claimed students learning English is more effective supported by motivation, confidence completed with fear, and anxiety. If the students lack the motivation to learn, lack pride, or are afraid, then their effective filter will rise. Bailey [6] increased language anxiety can be a factor similar to other association problems, namely self-confidence, self-esteem, and students' ability to complete assignments with English as a foreign language. Since anxiety can influence English language learning, the researcher is wanted to know the level of anxiety and the causal factor of the student's anxiety to better learn English well.

Carlson [7] defined anxiety as the fear that feeling unpleasant through psychological signs, such as stomachache, trembling, and tight stomach. In other words, anxiety arises as a response to a particular situation. Ormrod [8] explained the characteristic of anxiety is the feeling of difficulty and apprehension concerning a situation with an uncertain outcome. They differentiate between fear dan anxiety, fear means being afraid of someone or something as like to be dangerous, or pain but anxiety is a feeling of worry, nervousness, or unease with an uncertain outcome [9].

Ormrod [8] explained anxiety as a temporary feeling of anxiety that will be exposed to a specific situation. Most people experienced state anxiety which is also known as normal anxiety. Young [10] and Horwitz [11] share three levels of anxiety, which are psychological aspects, anxiety is differentiated into three-level, (1) high anxiety, (2) moderate anxiety, and (3) low anxiety. There is a link between anxiety and language performance. The purpose of this study is to find out the students' Economic Education study program related to their perception of anxiety about learning English.

2 Methods

This study used a survey research method on students' perception of anxiety about learning English in a natural setting. As Cresswell [12] stated collecting numerical data based on situation exists as a descriptive qualitative method. The subject of this study is Economics Education Department students which consist of 47 students. This study used instruments, those are questionnaires and interviews to collect the data from the students. This study used a closed-ended questionnaire using a five-point foreign language anxiety scale (1) strongly agree, (2) agree, (3) undecided, (4) disagree, and (5) strongly disagree. The items of the questionnaire were adapted from Worde [14]. This FLCAS used 33 questions with answer choices for questions, from 1–5 in each item.

The second instrument is the interview, the respondent choosing randomly to complete the answers. The procedure of this study is starting to share the questionnaire. The questionnaire consisted of alternative subject states the answer used are: (SA) for strongly agree option, (A) for agree, (U) for undecided option, (D) for disagree, and (SD) for strongly disagree. The category of score: (1) Score 5 for strongly agree, (2) Score 4 for agree, (3) Score 3 for undecided, (4) Score 2 for disagree, and (5) Score 1 for strongly agree.

We need more than two weeks to collect data because the students to slow to respond, so, the researcher reminds them again to check those alternative options. After analysis

of the category of anxiety, the researcher completed random face-to-face interviews and sent them questions by using WhatsApps.

After getting the student data, continued with data codification, and quantitative data interpretation by using frequency distribution. For this study frequency distribution has the capability of determining the number of times a specific ordinal scale response appears such as strongly agree, agree undecided, disagree, and strongly disagree. The last was data interpretation to develop the finding and draw conclusions.

3   Findings and Discussion

The main data from the questionnaire and shared through an online link, and 47 students were involved as respondents to join. From the student's questionnaire, we will share with you the student's responses (Table 1 and Fig. 1).

There are four levels of anxiety found based on the questionnaire above: (1) five students at the level of very anxious (10%), (2) twenty-one students at the level of anxious (45%), (3) sixteen students in mildly anxious (34%), and (4) five students are relaxed (10%). So, most students experienced anxiety when they speak in English because they felt unconfident, nervous, worry about their understanding of the material in the classroom. The second level of mildly anxious was also high because students felt anxious, less confident, anxious, nervous, and worried.

From the interview results explained below:

Why learning English too difficult for you?

Students answer: most students strongly agree that the English language is difficult to learn.

How do they feel when they study English in the classroom?

Students answer: five students claimed to feel worried if they don't understand the material, and two students feel nothing worried.

What is their opinion about English classes?

Students answer: mostly bothered when the lecturer speaks too fast and they don't understand the material.

How do their classmates react to their mistake?

Students answer: some students will laugh and the rest will ignore their mistake.

The next question related to their strategies to reduce their speaking anxiety.

Students respond: that they can practice with English songs and English movies.

How to make their learning English more relaxed?

Students answer: that they think that using simple English songs and games will encourage their mood to learn English.

After knowing the student's level of anxiety, the lecturer at least gave some treatment to manage the students' anxiety, they will live happily and productively. There are many options of treatment available, both medication and therapy. For the example support groups; based on the interview result that their friends laugh at other students' mistakes, so the lecturers remind students dealing with similar issues, feeling shy, and support each other by respecting the friend performance. Also, students practice relaxation techniques and practice self-care. First, relaxation techniques, by meditation, can help them calm

Table 1. Students' Level Anxiety Result

No	Student Name	Score	Anxiety L
1	DRK	83	Relaxed
2	ERI	123	Anxious
3	AR	104	Mildly anxious
4	LM	95	Mildly anxious
5	DDF	98	Mildly anxious
6	DP	81	Relaxed
7	SA	92	Mildly anxious
8	SMF	103	Mildly anxious
9	EDC	104	Mildly anxious
10	NF	85	Relaxed
11	ISP	118	Anxious
12	UB	127	Anxious
13	MRV	120	Anxious
14	PW	113	Anxious
15	IF	116	Anxious
16	NN	104	Mildly anxious
17	DAS	118	Anxious
18	NFS	108	Anxious
19	NA	105	Mildly anxious
20	AW	102	Mildly anxious
21	RAR	126	Very anxious
22	LA	101	Mildly anxious
23	FU	126	Very anxious
24	LW	126	Very anxious
25	WM	107	Anxious
26	RA	112	Anxious
27	ANA	101	Mildly anxious
28	NS	108	Anxious
29	IJ	120	Anxious
30	YAA	117	Anxious
31	SM	125	Very anxious
32	AR	105	Mildly anxious

Table 1. (*continued*)

No	Student Name	Score	Anxiety L
33	FDJ	116	Anxious
34	AF	122	Anxious
35	DNS	114	Anxious
36	AY	85	Relaxed
37	CN	96	Mildly anxious
38	EN	107	Mildly anxious
39	FNM	110	Anxious
40	MDNA	100	Mildly anxious
41	SDR	107	Mildly anxious
42	SF	122	Anxious
43	NK	115	Anxious
44	DS	86	Relaxed
45	DTD	125	Very anxious
46	AN	121	Anxious
47	NAA	109	Anxious
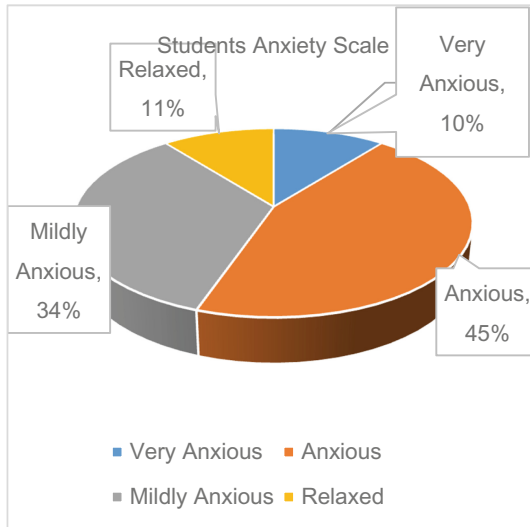
Fig. 1. Student Anxiety Scale

their mind and body. Second, practice self-care means how to manage stress, students should get enough sleep, eat healthy foods, and take time for themselves.

As Horwitz [13] explained that speaking English as a foreign language is the most anxiety-producing experience and [14] said that "the inability to understand what is being said in the classroom often leads to communication apprehension". Teaching approaches like calling on students one after another in seating order may also generate anxiety. Low self-esteem also indicates common anxiety. Another side, Luo [15] conducted a comprehensive review of sources of foreign language anxiety and reviewed six common sources that foreign language anxiety based on the environment, students' characteristics, and the target of language learning.

Almost the same with Toumainen [16] was found in different results for some factors that influenced the students speaking such as motivation, students' shyness, lack of grammar, and vocabulary also respond their friends/classmates for their mistakes. On another side, Putra [17] also found that students speaking anxiety at the such as students felt self-prediction toward afraid to make mistakes, low-self efficacy, gestures, over sensitivity to anxiety. The last, Isnaini [18] studied at Finnish university students experienced a variety of anxiety and learning issues, some proactive joining the lecturer, but many reveal their problems after their failed performance also most students seem to appreciate the lecturer measurement that focuses on the teaching supported by lecturer awareness of learner anxiety and learning problems.

4   Conclusion

From the finding, we can conclude that the student's Economic Education Department perception of their learning English anxiety, the data taken from the questionnaire result are: five students are very anxious (10%) twenty-first students are anxious (45%), and sixteen students in the mildly anxious (34%) and five students are relaxed (10%). Most of the students experienced anxiety and felt unconfident, nervous, worry about their understanding of the material in the classroom. The second level of mildly anxious was also high because students felt anxious, less confident, anxious, nervous, and worried.

Another side, from the interview result most students thought learning English is difficult to master. A few students claimed to feel worried if they don't understand the material, and two students feel nothing worried. Related to their opinion about English classes, and mostly bothered when the lecturer speaks too fast and they don't understand the material. About their classmate's reaction to their mistake, some students will laugh and the rest will ignore their mistakes. Students reduce their speaking anxiety, they can practice with English songs and English movies. The last, to make their learning English more relaxed, they think that using simple English songs and games will encourage their mood to learn English.

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