

**Analysis of Students' Anxiety in Learning English  
At The Fourth Semester Students of Midwifery Department in Aufa Royhan University**

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**ABSTRACT**

English is the most widely used language in the world. As a result, it is crucial for students to learn English. To do it, someone must not have anxiety towards it. word "anxiety" refers to a state of fear, worry, or trepidation. It is a significant factor that influences how students learn in the classroom. The purpose of the study was to would like to analyse the students' anxiety in learning English at the fourth semester students of midwifery department in Aufa Royhan university. The researcher used descriptive research studies to gather information about the current state of phenomena. The data collection instrument was a questionnaire to gather information from respondents about their interest towards English. The results showed that the internal factor indicators were motivation, lack of self-assurance, fear of making mistakes, reticence. The external factor indicators were a lack of vocabulary, grammar mistakes, friends or classmates, embarrassment, and lack of preparation. The overall result showed that students still had anxiety in learning English. So, they must improve their motivation especially towards English to help them have good achievements both in school or work later.

**Keywords:** *Anxiety, English, Students*

**1. INTRODUCTION**

The dominant language in the world is still regarded as English. Opportunities and higher standards of living with globalization, the world of the internet, technology and others make English important to master. However, regardless of the importance of English, it takes practice to become proficient in English; it cannot simply be mastered from memorizing. Because there are exceptions to the rules, English sometimes becomes difficult. Learners do not want to utilize English until they are already proficient since it is held to such high standards. Even though they can communicate in

English effectively, learners continue to hold to the notion that they lack the native-like competence of a native speaker (Rasman, 2017). English as a Foreign Language is also inseparable from the presence of students experiencing anxiety because of the various rules that they have to learn and remember.

Anxiety is a state of fear, trepidation, or speech difficulty. Anxiety, in the words of Carlson and Buskist (1997) is "a feeling of dread or impending doom that is accompanied by specific physiological reactions, such as an increased heart rate, sweaty palms, and tightness in the stomach." Furthermore, anxiety develops

as a reaction to a certain circumstance. As a normal reaction to perceived threat, anxiety is defined as a state of tension and apprehension. It means that when they feel threatened, people instinctively experience anxiety. While anxiety, in the words of Ormrod, is a state of unease and apprehension related to a situation with an unclear outcome. Even though they sound similar, fear and anxiety are not the same. The distinction between fear and anxiety is outlined by Halgin and Whitbourne. In contrast to anxiety, which is more future-focused and characterized by concern and unease about the prospect that something terrible might occur, fear is a natural alarm response to a dangerous circumstance.

The word "anxiety" refers to a state of fear, worry, or trepidation. It is a significant factor that influences how students learn in the classroom (Saranraj and Meenakshi, 2016). According to Bourne (2010) anxiety is a combined behavioral, physiological, and psychological reaction. Anxiety can cause physiological symptoms including a quick heartbeat, tense muscles, nausea, a dry mouth, or perspiration. It can undermine the capacity to act in a behavioral situation. Anxiety is a psychologically defined state of uncertainty and trepidation. When it's at its worst, it can make people feel distant from themselves and even scared of passing away or becoming insane.

The American Psychological Association (APA) claims that anxiety emotion marked by tense sensations, anxious thoughts,

and bodily alterations changes in the body, such as elevated blood pressure. People who are anxious could have recurring negative thoughts and might try to avoid a scenario that makes them feel anxious. Anxiety is regarded as it has long been seen to be particularly detrimental to learning a foreign language, especially while trying to speak it. According to Earner and Horwitz et al (1986) anxiety is a significant challenge in picking up a second language."

According to Suleimenova (2013), "general anxiety is the excessive and exaggerated worry about everyday things". A crucial component of learning a foreign language is anxiety. According to Horwitz et al. (1986), anxiety of speaking a foreign language can be linked to the following: communication apprehension (fear of communicating with others), test anxiety (fear of exams, quizzes, and other activities used to assess one's competence), and fear of negative evaluation (fear of how other people will perceive the speaker). One reason why people don't want is the fear of being teased by friends. Thus, it made the students to practice speaking English (Azzam, 2012).

Anxiety about learning a foreign language is a sensation of tension, dread, and fear of situations involving the use of a foreign language, such as speaking, studying and listening. 2018 (Richards). When a student is going to do the language task, they experience language anxiety. In learning a language, Anxiety in the classroom can have an impact on a learner's competence, confidence, and exam

performance. Anxiety might cause a learner to feel uneasy and blank out (Hu and Wang, 2014). In addition, issues related to anxiety in language learning have been well established. For instance, Horwitz and Cope (1986) found that anxiety of students in foreign language classes lead them to struggled to speak and indiscriminately reproduce the sounds and patterns of a target language message.

The difficulty of the English classes has an impact on how nervous the students are because "anxious, students may also have difficulty grasping the content of a target language message" (Horwitz). Including student participation in the classroom, according to some English teachers, is one of their major concerns. One extra thing they must worry about is learning English. In this study, the researchers would like to analyse the students' anxiety in learning English at the fourth semester students of midwifery department in Aufa Royhan University.

## **2. METHOD**

The purpose of the study was to analyze Students' Anxiety in English Speaking Classroom at The Fourth Semester Students of Midwifery Department in Aufa Royhan University. The researcher used descriptive research studies. It is used to gather information about the current state of phenomena Bogdan & Biklen (2007). The researcher used a content survey analysis within the descriptive method based on the purposes and problems of the

research. The subject's opinion, attitude, or behaviour was the focus of survey analysis. The study would investigate the teenager's genuine interest in learning English. The data collection instrument in the study was a questionnaire that has been adapted and modified. A questionnaire was a collection of questions written by the author that are used to gather information from respondents about their knowledge, beliefs, and so on (Sugiyono, 2013). The technique was used because it allowed the researcher to probe for the participants' views and opinions. Furthermore, the instrument allowed the researcher to gain detailed information about the phenomenon under investigation (Miles, et.al, 2014).

## **3. RESULT & DISCUSSION**

The results showed that many participants were not very interested in learning English. There were 15 (75%) teenagers who were classified as having a low level of interest towards English. Then, remaining 5 (25%) of the teenagers were classified as having a high level of interest towards English. They were not interest in English mainly because they did know the importance of English for them. Further, they said that English was a difficult lesson to learn. It was a boring lesson. It was hard to understand, moreover, to pronounce the words. Only a few of them that said English was easy and feel interest to learn it. The overall result showed that teenagers had a weak or low interest in learning English.

Then, in terms of interest, the teenagers had a low interest toward English. Despite the fact that the importance of English. Though some of them liked and valued the English language, it did not follow that they would enjoy English class activities and feel at ease speaking English. Even though they enjoy learning English, their confidence did not make them brave enough to answer questions in English. Though their interest of English does not imply that they have a thorough understanding of the lesson; for example, the students' lack of vocabulary may be the cause of their anxiety when answering questions.

According to the study findings, they had a weak interest toward the English, which made them did not enjoy learning this foreign language. This is a line with the theory of (Merisuo, 2007 cited in Eris 2017) feeling pose and obstacle to progress, positive emotions and attitudes make a language learning far more effective and enjoyable. So, if they were not interested in English, they will not make the process of language learning enjoyable.

If a person does not have an interest or inclination to learn the target language in order to communicate with others, she/he will have a negative attitude and will not be motivated or enthusiastic about language learning. Because they cannot use English and do not want to learn it properly, they are embarrassed and hesitant to speak. They did not realize the value of English and how it will help them in the future. Learning English is important not only for passing the

exam, but also for getting a job in the future. (According to Pan, Zang, and Wu (2010), as cited in Eris (2017), a successful learner is one who has a positive attitude toward the target language. As long as this aspect is consistent, she/he will be more likely to have a positive attitude and feel interest toward language learning.

It can be concluded that their interest in English is low. So, they must improve their interest towards English to help them have good achievements both in school or work later. It will be better for them to emphasize that learning English is easier if we are interested in doing so. The more important thing is that learning English requires a lot of practise. Thus, they are constantly striving to improve themselves and their ability to learn and appreciate English in order to achieve satisfactory outcomes and success in mastering English. The finding showed that there were internal and external factors. The internal factor indicators were motivation, lack of self-assurance, fear of making mistakes, reticence. The external factor indicators were a lack of vocabulary, grammar mistakes, friends or classmates, embarrassment, and lack of preparation. The motivation was the main factor influencing students in class besides shyness, a limited vocabulary, a lack of confidence, a lack of preparation, a grammatical error, and a friend or classmate. The least important factor, however, was fear of making a mistake. When giving comments, responding to inquiries, and

speaking when learning English, many students feel anxious in the teaching and learning process. Students demonstrate this by failing to accurately imitate the genuine meaning, tone, or intonation of the target language when asked to speak in front of their peers, despite extensive and frequent practice. However, when they are ahead, everything appears to be lost.

They misplace the words they had previously prepared. It is none other than the student's anxiety-related feelings that are to blame for all of this. They must speak in front of the class, deal with other students making fun of them, give unclear input, and lack preparedness. Then, many participants felt uneasy and anxious when they attempted to speak in an English lesson. This is evident when the lecturer requests that the students create questions, perform, and express ideas in English, but the students simply remain silent. Their anxiousness can hinder their performance and explanations, as well as their ability to successfully master English speaking.

Their behaviour in class is also influenced by their classmates. Whenever they enquire, they frequently are worried to get mocked by friends. Students experience anxiety because they worry about what others will say, how others will see them, and how it will make them feel to pronounce words in a native-like manner. It should be noted, nevertheless, that not all students who are quiet exhibit a lack of linguistic proficiency. Despite having the linguistic skills, some students may choose to remain silent in class. They just do this. They

merely act in this way because they don't want to stand out in the class. As a result, they detest any endeavours that may make them appear overly proficient in English. The students' behaviours were a result of their anxiety over speaking the foreign language successfully. They struggle to learn because of their worry.

When students are apprehensive or nervous, their concentration is disrupted, and they tend to make more mistakes. The more errors they commit, the more anxious they are, the less proficient their speaking abilities will be. When students are afraid of making mistakes, it's because they're feeling down about something when learning a new language. Students lose motivation to use decent language since their friends will tease and mock them; instead, they would rather remain silent.

The internal factor indicators were motivation, lack of self-assurance, fear of making mistakes, reticence. The external factor indicators were a lack of vocabulary, grammar mistakes, friends or classmates, embarrassment, and lack of preparation.

Based on the findings of earlier study, Musthachim (2013) demonstrates that students' anxiety of speaking English in class is high of students' performance throughout the presentation, particularly in mastering the English language. Both the current research and the prior research share the goal of identifying the variables that students in English-speaking classrooms encounter.

According to a study by Pratiwi (2018), anxiety is the main reason EFL students don't communicate fluently. It is in line with the finding that the students felt anxious, nervous about learning English. According to Lian and Budin (2014), "one of the important problems that cause students to not perform well in spoken English is language anxiety". Due to a variety of factors, including "competition, real difficulties in language processing and production, personal and interpersonal anxieties and beliefs" (Waseem & Jibeen, 2013) students in Indonesia who are learning English may find it challenging to master the language. It is possible to think of anxiety as a normal aspect of learning, particularly while learning a new language.

Anxiety over learning a foreign language can have an impact on a student's self-perceptions, beliefs, moods, and actions. Stroud and Wee (2006) made the supposition that "students become anxious because they are insecure about their language abilities and, as a result, are concerned about how their use of the target language will be evaluated by people." Students in university are not immune from this concern. Dealing with their nervousness while attempting to fit in, managing all the demands they must meet for people's expectation, and others.

Furthermore, according to Horwitz et al. (1986), "they have difficulty concentrating, become forgetful, sweat, and have palpitations" are further symptoms. Because they don't participate in class activities like asking

questions, responding to inquiries, explaining things, adding to a discussion, and offering their thoughts, some students are classified as passive. One of the causes of it is the stress associated with learning English as a foreign language. If the students actively participate in every classroom activity, the teaching and learning process will be more successful.

When speaking spontaneously, the speaker has little time to prepare and the likelihood of making a mistake in an oral class is very considerable. Students who experience anxiety will trouble focusing and processing information in class, which negatively affects linguistic output. They have a propensity to avoid voluntary engagement and are risk averse. They feel uneasy, anxious, and even scared in the classroom. Such circumstances hinder learning, depriving nervous students of several opportunities to practice the target language. As a result, anxiety is seen as a significant barrier to the development of language abilities, particularly speaking abilities. Students tend to make more errors when they are anxious.

Students are encouraged to speak English outside of the classroom, too. Learning to speak will assist students in developing habits and fluency so they can enhance their speaking abilities. Getting used to speaking will substantially enhance students' proficiency in speaking English. Nevertheless, a lot of students still believe that speaking English is incredibly challenging. This is because students' vocabulary and grammar skills are still very

inadequate, which disturbs their self-confidence. The students found it difficult to speak because they are worried that their friends would mock and criticize them if they use incorrect English. As a result, anxiety is one of the issues that many students have when learning English in class.

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