

KECEMASAN MAHASISWA NON-BAHASA INGGRIS DALAM PEMBELAJARAN SPEAKING

NON-ENGLISH STUDENTS' ANXIETY IN SPEAKING CLASS

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ABSTRACT

The purpose of this study is to discover how students in the non-English department at the University Muhammadiyah of Parepare feel about learning English. Based on the perspectives of the students, this study sought to identify what factors may contribute to anxiety in an English learning environment. In this case, researchers prioritize the perspectives of students who are not English majors on the anxiety they frequently experience when learning English. The researcher used a case study to conduct qualitative research. While the participants in this study were students from Muhammadiyah University in Parepare for the academic year 2021/2022, the purposive sampling technique was used to select 7 non-English department students. The chosen samples would be interviewed to obtain detailed information about the data required. The findings of this study revealed that students had many concerns about learning English. The majority of respondents also admitted that English is difficult to learn because they lack basic abilities, such as a lack of vocabulary and the complexity of the material learned, which can make students feel confused and difficult to learn English. Furthermore, comments from other friends, such as the incorrect pronunciation of English vocabulary, affect their feelings. Respondents also revealed that lecturers' ability to bring material can influence their feelings about learning English. In the end, the students suggested that the lecturer be more creative to keep students interested in learning English, such as bringing in an outdoor concept and providing some games for the learning process.

Keywords: *Anxiety, learning English, strategy, non-English students*

INTRODUCTION

Learning a foreign language is certainly not something easy. There will be challenges regarding the form of writing, pronunciation, and grammatical rules that are different from the mother tongue. Language learners often report that they are frustrated that they are constantly forgetting new words, cannot understand the teacher and are very nervous about speaking in front of others in a target language that they have not yet mastered. Especially foreign language learners in Indonesia,

many of them are not familiar with the foreign language they are learning, especially English. Difficulties in learning a foreign language are not only related to the abilities or intelligence inherent in the individual, but are also influenced by affective variables regarding the emotions and feelings of the learner during the learning process, actually, the students' personality who experiences anxiety in learning foreign language sometimes might become miserable, worried, forgetful, sweaty, and such other symptoms (Naser Oteir & Nijr Al-Otaibi, 2019).

Language anxiety is often reported to affect language learners negatively. In improving students' achievement both teachers and students need to take an action to reduce anxiety in the foreign language teaching and learning process (Ebrahim & Hassan Gholam, 2013). There are some problems for students with speaking anxiety which are pronunciation, fluency, grammar, and vocabulary (Sayuri, 2016) so the students feel fear, shyness, and discomfort (Anandari, 2015; Humaera and Pramustiara, 2022).

The results of several previous studies have shown that students' anxiety levels can affect their motivation and interest in learning English. On the other hand, the curriculum applied requires all study programs including non-English department for English for specific purposes (ESP) class, majoring in economics, engineering, agriculture, health, and others to learn English even though it is only in a certain semester. This indicates that English language skills are mandatory for students in all majors because, in addition to being an international language, most of the latest references use English. Based on this fact, the researcher was interested in investigating the dominant aspect of language anxiety in 3 non-English department classes.

LITERATURE REVIEW

Ali & Anwar (2021) demonstrated in their study that students' fear of negative anxiety was associated with a higher degree of anxiety when it came to learning a language, while students' test anxiety was associated with a lower value among other variables. The impact of students' anxiety made them nervous and unconfident to communicate and practice the English language. The result reveals that there is a negative impact of students' test anxiety on learning language achievement. Based on the research by Amiruddin & Suparti (2018), it's found that Madurese millennial students experience two kinds of anxiety models those are interference and deficit models. Interference models are more dominant than deficit models. The teachers, friends, and abilities of Madurese millennial students are the factors causing their anxiety in learning English. The teachers are the first factors causing their anxiety. Their abilities in English become the second factor. However, it rarely happens to Madurese millennial students feel nervous when they are communicating with their peers. Communication in English becomes natural with no anxiety when they are with their friends. Therefore, it implies that the teachers should propose classroom activities providing facilities and helping the students to get meaningful input in English in order to overcome from their anxiety. Based the previous founded, we can conclude that the researcher can stated that every student has anxiety in learning English. Even more their anxiety

comes from varying such as their friends, teachers, environment and their selves. It was giving a significance impact of their way to learn English specially for the student's achievement would be low.

Anxiety is one of the most well-documented psychological phenomena. Anxieties were appearing in the human body as a response to a particular situation. Commonly, anxiety can be identified as being threatened, apprehension, tension, and worry. Michael & Ronald (2008) define anxiety as a state of tension and apprehension as a natural response to a perceived threat. Several kinds of anxiety have been described. Two of the most well-known are state anxiety and trait anxiety. Anxiety that arises when confronted with specific situations is called state anxiety. Most people experienced state anxiety which is also known as normal anxiety.

Aline & Dolly (1992) stated that Input, processing, and output are the three steps of his variation of the Tobias model for the impact of anxiety on learning from instruction. Additionally, any or all three stages of a student's cognitive development might be impacted by anxiety. It implies that information is not transferred to the next level if anxiety interferes with cognitive work at one stage.

Fear of receiving a poor grade is another concern relating to learning a foreign language. In a foreign language learning context, students are prone to have a fear of negative evaluation from both the teacher as the only fluent speaker in the class and their peers. Anxiety disorders such as communication phobia, test anxiety, and fear of failure manifest as foreign language anxiety. So, foreign language anxiety is a feeling of uneasiness, nervousness, worry, and apprehension experienced when learning or using the target language.

Von Wörde (2003) and Humaera & Pramustiara (2022) in their study tends to support those of other studies in that they show that anxiety can have a variety of detrimental effects on language learning and that reducing anxiety appears to improve language acquisition, retention, and learner motivation. As a result, it is advised that both teachers and students raise their awareness of and take careful note of foreign language anxiety.

METHODOLOGY

The research is qualitative research applying the case study method. The researcher applied a purposive sampling technique, namely the selection of sampling based on the characters that are following the objectives of the research conducted. This research takes 7 students in a different department, 2 economics students, 2 mathematics students, and 3 Biology Students. After that, the selected samples will be interviewed to get deep information about the data needed.

FINDINGS AND DISCUSSION

Finding

The results of data collection, which included observation, interviewing, and documentation, would be displayed in the findings section. The information was gathered from the non-English speaking students at the Muhammadiyah

University of Parepare by using Whatsapp as a medium to obtain the information. Seven students from the Agribisnis and non-formal Pendidikan departments participated in this study as respondents. The researcher conducted an observation section as the first step, followed by an interview section.

The students who participated in this research as respondents were given some questions to help them address the research's problem statement and goal. The observation and interview portions of the student's responses and answers were recorded via WhatsApp, and they were submitted utilizing the direct typing and voice note tools. Each discovery can be explained as follows:

Observation Result

The students who participated in this research as respondents were given several questions to help them address the research's problem statement and goal. The observation and interview portions of the student's responses and answers were recorded via WhatsApp, and they were submitted utilizing the direct typing and voice note tools. Each discovery can be explained as follows:

Table 1 Observation Result

Observation question	Participants Answer
<i>Have you ever learned English in your major?</i>	Yes, sist I have(P1 – P7)
<i>What semester did you study English?</i>	In the first semester, sist(P2-P7), in thesecond semester, sist(P1)

In this section, the researcher questioned every student who was drawn from a different department and had been used as a sample to see whether they had ever studied English previously. The findings showed that every sample acknowledged having previously learned English. The researcher next asked additional questions to determine which semester each participant had studied English. The outcome then revealed that practically all pupils had claimed to have studied English in the first and second semesters.

Interview Result

All of the students from the other departments who were included as a sample in this section were questioned by the researcher about their prior experience with English studies. In the end, every sample indicated that they had previously studied English. The researcher then added additional questions to the survey to determine which semester each respondent had learned English. A majority of students claimed to have studied English in the first and second semesters of their first and second semesters, according to the results. At this time, the researcher

interviewed the respondent. A data visualization created from the interview results is shown below. It demonstrated the possible causes of students' worry.

Interview Questions Participants Answer

Table 2 Interview Result

Interview Questions	Participants Answer
Q1- How do you feel when you learn English?	depending on the level of difficulty of the material being studied(P1), my feeling is just relax(P2), Confused in understanding difficult to pronounce vocabulary(P3), confused because of lack of basic English skills(P4), anxious because I don't understand English at all(P5), happy because the material is easy to understand(P6 and P7)
Q2- What are the things that Annoyed you when you learn English?	Nothing(P1), bad networking when the online class(P2 and P6), Comments from other friends when spelled wrong(P3), lack of Vocabulary (P4), a friend who invites to talk when the teacher explains(P5), lack of practice and application of vocabulary makes my pronunciation less fluent(P7)
Q3- How is the reaction of the people around the students if you are wrong when learning to speak English?	Reaction those people sometimes laugh when we say something wrong in English(P1, P2, P3), Reprimanding and correct wrongly spoken words(P4, P5, P7), Some laugh, some fix it(P6)
Q4- Do you think that English is a difficult subject?	There is difficulty there is joy(P1), and Difficult to pronounce(P2), For people who think English is difficult, it will be difficult for them(P3), English will not be difficult if we have basic language and know vocabulary(P4), I think it's difficult because I'm not interested or like English lessons(P5), Whether or not English is difficult depends on the way the lecturer presents the material(P6), In my opinion, learning English is not difficult(P7)

Q5- Based on your opinion, why are you anxious when learning English?

Because in terms of writing and pronouncing it's different(P1), Not worried, just afraid of being wrong because the pronunciation is difficult(P2, P3), I'm anxious to learn English when I don't understand what I'm learning at all(P4), anxious about the assignments given by the lecturer, especially the assignments orally without looking at the text(P5), feel unable to learn the language(P6), wrong in pronouncing vocabulary because I feel when I am wrong I feel ashamed

The researchers can conclude that many things can be a complaint for students when they learn English, for instance, the lack of vocabulary they have and the complexity of the material learned can make students feel confused and difficult to learn English. This is based on the description of the students' interview results provided above. Some students found it difficult and confusing to learn English. However, it was also affected by the material, because if the material was interesting and easy to understand, the students would feel enjoy, whereas if the material was difficult, the students would feel difficult to learn. Aside from the material levels, another effect is the students' basic English, as they still have a limited vocabulary. It caused students to become confused during the learning process.

Furthermore, based on the experiences of students who responded, the network also interferes with the learning process when learning is done online. Furthermore, comments from other friends have an impact on their emotions. When they make a mistake in their pronunciation of English vocabulary, others who listen react by making the same mistake. When students made mistakes while attempting to speak English, some people criticized them before correcting them, while others laughed. The majority of respondents also admitted that learning English is difficult because they lack basic skills. Besides that, respondents revealed that lecturers' ability to bring material can affect their feelings about learning English. Lecturers must adapt to their student's abilities so that they do not become depressed or bored during the learning process. Finally, the students who participated in this study as a sample suggested that the lecturer be more creative to keep students engaged and interested in learning English, such as bringing in an outdoor concept and providing some games for the learning process, so that students are not bored and depressed while learning English.

Discussion

Factors Contribute to Anxiety Comes from Students

The majority of students who participated in this study provided answers based on their personal experiences. When asked how they learned English, students gave a variety of answers. Their feelings about learning English come first. The main factor that always disturbed their feelings learning that they lacked basic English skills. On the other hand, one of the factors influencing students' feelings when learning English is the level of difficulty of the English material provided. Students will feel restless and difficult in the learning process if the material they are given is too complicated and beyond their ability.

This affects students' willingness to participate in the learning process (Humaera, Jumiati & Safei, 2022; Humaera & Pramustiara, 2022). An anxious student may have difficulty paying attention to what needs to be learned, processing information effectively, retrieving information, and demonstrating previously learned skills. In other words, because it can impede language learning, foreign language anxiety is classified as debilitating anxiety. Even though they are in and following learning in this case, the material provided may not be easily understood and accepted by students whose English language skills are lacking. This undoubtedly influences students' willingness to participate in the learning process. An anxious student may struggle to pay attention to what needs to be learned, process information effectively, retrieves information, and demonstrate previously learned skills. In other words, foreign language anxiety is classified as debilitating anxiety because it can impede language learning. Even though they are in and following learning, in this case, it is not guaranteed that the material provided will be easily understood and accepted by students whose English language skills are lacking. They admitted that when they made a mistake, their peers often mocked or even shouted at them. It simply causes them to lose focus and feel embarrassed. It was mentioned that this is why they get nervous when they have to speak in front of the class.

The findings also revealed that the issue that caused students to be concerned was incorrectly pronouncing a word in English. When the students learned English, they discovered many new words that they had not previously learned, and they were immediately concerned about pronouncing the word in front of others. However, in other places and conditions, students stated that there are people who admonish and then fix it. Because there are several students at the university level who have good English skills and can assist their peers in learning. Other times when they learned was when the learning process was held in an online class. The main issue, in this case, was a network issue. The students who live in the interior would have serious network issues.

Factors Contributing to Anxiety Come from Lecturers

According to the participants, lecturers play a significant role in relieving the students' anxiety. According to the students, unclear explanations may also contribute to their anxiety when learning English. According to the interview, the majority of the participants are irritated when they don't understand a lesson. They

stated that they began to feel uneasy when they did not understand what the teacher said. Some of them added that they are concerned about not understanding all of the language input, which increases the likelihood of failure. (Von Wörde, 2003) stated that the inability to understand what is being said in the classroom often leads to communication apprehension. This case existed that the students would be confused about getting the material if the lecturer used the English language to explain the material.

In this case, the lecturers need to adapt to the abilities of their students, especially in terms of the presentation of material which may indeed be a little more difficult for students to accept. Apart from that, the way the explanation from the lecturer in providing the material must be more creative so that students more easily understand the material such as using a common language and vocabulary when speaking English and presenting the material more simply and not too monotonously. Based on the results of student interviews, from various problems in the English learning process that can cause anxiety above, they provide suggestions which of all students who are the dominant sample have the same or not many different suggestions, namely the learning process must occasionally be done outside the room so that students less tense and fresher in receiving the material. In addition, the students also suggested that lecturers give or play games about English in the learning process so that they do not feel bored and depressed. This finding has relation to (Neman Ivane Esther & Nurlita Lanny, 2018) that found that where English lecturers or teachers can find out the student's anxieties they experience from the results that have been found and provide reflections on what has been found. Neman Ivane Esther & Nurlita Lanny (2018) result was into three subscales, which are, communication apprehension, test anxiety, and negative evaluation. Another research (Amiruddin & Suparti, 2018) found that The first source of their anxiety is their teachers. Their command of the English language becomes the secondary consideration. However, it is uncommon for students to feel nervous when communicating with their peers. When they are with their friends, they communicate in English naturally and without anxiety. As a result, it implies that teachers should propose classroom activities that provide facilities and assist students in receiving meaningful input in English to overcome their anxiety. This was consistent with the findings of this study, which focused on the student's feelings and the teachers' role in reducing the students' anxieties.

CONCLUSION

This study concentrated on students' anxiety about learning English, particularly in the non- English department. Based on the findings and discussion, the researcher discovered that there was a wide range of students from non-English departments who were interested in learning English. However, in this case, the researcher divided anxiety into three categories: anxiety from the students themselves, anxiety from other students, and anxiety from lecturers. The factors that come from the students themselves, such as the lack of vocabulary and the complexity of the material learned, can make students feel confused and difficult to learn English because they do not have enough basic abilities to learn

English. This case demonstrates that the types of anxiety associated with that anxiety were trait anxiety. Furthermore, the student's anxiety, which was included in the state anxiety types, was influenced by comments from other friends, such as the incorrect pronunciation of English vocabulary. Respondents also revealed that lecturers' ability to bring material can influence their feelings about learning English. However, in a conclusion, the students provided a solution to reduce the anxieties that affect their English learning. The solutions were to implement games and to conduct the learning process outside.

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