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Research Article

The students' anxiety in Learning English as a Foreign Language in Senior High School

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A B S T R A C T

This study investigates the anxiety levels in learning English as a foreign language among senior high school students. The approach that was utilized was a mixed method. A stratified random sampling method ensured a representative sample of approximately 300 students from various regions, socioeconomic backgrounds, and different grades in a vocational School in East Kalimantan. Data collection involved the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire, adapted for the Indonesian context. Key findings include that most of the students (90%) lack self-confidence meanwhile 83% of students worry about making mistakes, and 64% feel frightened when they do not understand the teacher, with 90% experiencing physical symptoms such as trembling. Comparative self-perception also contributed to anxiety, with 82% believing their peers were more proficient. The study highlights the detrimental impact of language anxiety on students' academic performance and participation, emphasizing the need for supportive classroom environments and positive teacher interventions. Students reported using various coping strategies, such as preparation and relaxation techniques, but these were often insufficient without supportive teacher practices. The study underscores the importance of addressing language anxiety to improve English language learning outcomes, recommending that educators create non-judgmental practice opportunities and provide positive reinforcement. These findings offer valuable insights for educators and policymakers in developing strategies to support students in overcoming language learning anxiety, ultimately leading to better engagement and academic performance.

INTRODUCTION

Learning a foreign language, particularly English, widely regarded as a global lingua franca, can be daunting for many students. Anxiety associated with learning English is a prevalent issue that affects learners' ability to acquire the

language effectively. This study explores the various dimensions of language learning anxiety, focusing on its causes, manifestations, and impacts on learners' academic performance and overall well-being. English is widely regarded as a global language, essential for communication in various fields such as education, business, science, and technology. Teachers are essential in education as they

offer guidance, assistance, and teaching to help students develop their English language abilities (Rizoqulovna, 2023). However, in learning, it is needed proficiency. Proficiency in English gives students' better opportunities for higher education and career advancement. Consequently, educational systems around the world emphasize the importance of mastering English. However, the process of learning English can evoke anxiety, which may impact students' ability to learn effectively.

Anxiety is among the most extensively studied psychological phenomena (Zheng, 2008). anxiety as a "feeling of unease, nervousness, or dread associated with language learning and communication." This anxiety is particularly pronounced when learners perceive a threat to their self-esteem, such as when they fear making mistakes or being judged by others in a foreign language setting (Horwitz et al., 1986). Anxiety in language learning is a specific type of anxiety related to the process of learning a new language. It is characterized by feelings of nervousness, apprehension, and fear that occur when students are engaged in language learning activities. This type of anxiety can manifest in various forms, including communication apprehension, test anxiety, and fear of negative evaluation.

Second language (L2) anxiety is the most widely researched emotional factor in second language acquisition (Papi & Khajavy, 2023). Several factors contribute to English language anxiety in students' communication skills, such as low self-confidence, fear of making mistakes, and an inherently anxious personality. Implementing effective language teaching strategies can significantly help reduce students' anxiety levels (Kit et al., 2023). It can be explained specifically among senior high school students: (1) Fear of Making Mistakes: Students often fear making mistakes in front of their peers and teachers, leading to embarrassment and ridicule. This fear can inhibit their willingness to participate in class and practice speaking English. (2) Lack of Confidence: A lack of confidence in their language abilities can make students anxious. They may believe that their peers are more proficient, leading to feelings of inadequacy. (3) Previous Negative Experiences: Past negative experiences, such as receiving poor grades or criticism from teachers, can contribute to anxiety. These experiences can create a lasting impression and affect students' attitudes towards learning English. (4) High Expectations: The pressure to achieve high academic performance can lead to anxiety. Students may feel overwhelmed by the expectations of their parents, teachers, and themselves. (5) Cultural Factors: Cultural differences and the perceived importance of English in the students' native country can also play a role. In some cultures, there is a strong emphasis on learning English, which can create additional pressure.

The anxiety associated with learning English among senior high school students is a multifaceted issue that has garnered significant attention in educational research. Various studies have identified that speaking and writing in English are primary sources of anxiety for students. For instance, research conducted among eleventh graders in Pontianak, Indonesia, revealed that students experience speaking anxiety due to a lack of mastery in grammar, limited vocabulary, and insufficient preparation. This anxiety can be mitigated by allowing students to practice speaking in front of the class, enhancing their self-confidence and performance in the target language (Syahrani et al., 2024). Similarly, in China, the anxiety related to oral English learning is influenced by speaking habits and native dialects, which significantly impact students' oral English proficiency and contribute to their anxiety. Improving the oral cognitive system is essential for students to transition from written to spoken English effectively (Wang, 2024). Furthermore, the new General Senior High School Curriculum Standards in China emphasize the importance of oral expression, yet oral expression anxiety remains a significant barrier. Targeted teaching strategies are necessary to alleviate this anxiety and improve students' oral communication skills (Qiu & Yun, 2024). Writing anxiety is another critical area, as evidenced by studies in both Indonesia and China. Factors such as inadequate writing techniques, linguistic difficulties, lack of practice, and time constraints contribute to high levels of writing anxiety among students (Husnaini et al., 2023). Additionally, Chinese high school students exhibit moderate to high levels of writing anxiety, influenced by fear of evaluation, low self-confidence, and a general fear of writing in English. Interestingly, there is no significant correlation between writing anxiety and performance, possibly due to the use of writing templates and extra-curricular tutorials (Zhang, 2024). Collectively, these studies underscore the complexity of English learning anxiety and highlight the need for comprehensive strategies to address both speaking and writing anxieties among senior high school students.

Writing anxiety is also prevalent, with factors such as inadequate writing techniques, linguistic difficulties, lack of practice, and time constraints contributing to high levels of anxiety among students. This anxiety manifests in cognitive, somatic, and avoidance behaviors, which can hinder students' writing performance (Husnaini et al., 2023). Additionally, research on Chinese high school students reveals that English writing anxiety is influenced by fear of evaluation, low self-confidence, and fear of writing in English. However, it does not significantly correlate with their writing performance due to external factors like writing templates and tutorials.

Formative assessment is crucial for EFL learners. According to (Black & William, 2010), continuous assessment and feedback help identify students' strengths and weaknesses, allowing for tailored instruction that addresses individual needs. Self-Assessment and Peer Assessment: Experts like Brown & Harris (2016) advocate incorporating self-assessment and peer assessment in EFL classrooms. These methods promote learner autonomy and encourage students to reflect on their learning processes.

Anxiety in reading comprehension among students in Indonesia is a multifaceted issue influenced by various factors and exhibiting diverse impacts on students' academic performance. Research indicates that language reading anxiety is prevalent among Indonesian postgraduate students in Malaysian universities, primarily due to vocabulary and grammatical problems, lack of interest in reading topics, and difficulty in understanding texts. These students also face challenges such as pronunciation issues, maintaining motivation, and grasping indirect meanings, suggesting the need for regular reading practice and the use of tools like Google features to mitigate these issues (Margaretha & Hanim, 2024). However, a study on senior high school students in Banyuasin, South Sumatra, found no significant correlation between reading anxiety and reading comprehension, indicating that anxiety might not directly impair comprehension abilities in all contexts (Kartika et al., 2023). Conversely, another study on tertiary EFL students in West Sumatra revealed a significant relationship between reading anxiety and critical reading ability, suggesting that higher anxiety levels can negatively impact students' essential skills of reading [3]. Additionally, research on EFL students at the State Institute of Islamic Studies in Langsa, Aceh, identified cognitive factors such as inadequate mastery of vocabulary, grammar, and pronunciation, as well as low interest and motivation, as primary causes of reading anxiety. Symptoms of anxiety included physical manifestations like shaking and heart palpitations, and some students attempted to manage their anxiety through preparation and practice [4]. During the COVID-19 pandemic, a study in Lombok highlighted that student experienced high levels of Foreign Language Reading Anxiety (FLRA), which affected their reading comprehension achievements. The study identified common anxiety symptoms and emphasized the need to address these anxieties to improve reading outcomes (Sari & Anwar, 2021). Collectively, these studies underscore the complexity of reading anxiety among Indonesian students and the necessity for targeted interventions to enhance their reading comprehension skills.

Anxiety about speaking English among students in Indonesia is a multifaceted issue influenced by various

factors and manifests in different forms. Research indicates that students' speaking anxiety is often rooted in a lack of mastery over grammar, limited vocabulary, and insufficient preparation, which collectively contribute to a moderate level of anxiety among high school students in Pontianak (Syahrani et al., 2024). Similarly, a study involving third-semester students at a state university found that communication apprehension is the primary factor contributing to their moderate anxiety levels, with male students experiencing slightly higher anxiety than female students (Mahardika & Widyanoro, 2024). Further investigation into second-grade students at SMP Negeri 1 Darul Imarah revealed that their anxiety is categorized into state, trait, and situational anxiety, driven by fears of speaking inaccurately, negative evaluation, and low speaking skills (Mahmuda, 2024). Additionally, research conducted at a university in Subang, West Java, identified communication apprehension, test anxiety, and fear of unfavorable evaluation as significant contributors to speaking anxiety, with female students exhibiting greater nervousness compared to their male counterparts (Catur et al., 2023). Moreover, young learners at Tarakanita 1 Elementary School in Jakarta experience heightened anxiety when taught by native English-speaking teachers, primarily due to fear of communicating, negative evaluations, and testing anxiety (Rasyida & Kusuma, 2024). These findings underscore the importance of creating a supportive learning environment, employing effective teaching techniques, and gradually increasing speaking opportunities to build students' confidence and reduce anxiety. Teachers and students must collaborate to set achievable performance standards and foster a positive classroom atmosphere, significantly enhancing students' motivation and proficiency in speaking English.

Writing anxiety among students in Indonesia is a multifaceted issue influenced by various internal and external factors. Research indicates that internal factors such as lack of self-confidence, self-efficacy, self-discipline, and high perfectionism significantly contribute to students' anxiety in writing, particularly when preparing a thesis or final project [1]. External factors, including the role of supervising lecturers, parental and family support, and peer support, also play crucial roles in exacerbating or alleviating this anxiety (Izza & Lailiyah, 2024). In the context of learning English as a foreign language, writing anxiety is prevalent due to language difficulties, low self-confidence, lack of topical knowledge, and the pressure to produce perfect work within limited time frames (Guna Puspita, 2023). Cognitive anxiety, characterized by excessive worry and fear of negative evaluation, is notably predominant among students composing English essays, with language complexities and the pursuit of perfection being significant contributors (Achmad et al., 2023). Additionally, studies on university students' foreign

language writing anxiety reveal that poor understanding of writing concepts, linguistic obstacles, insufficient practice, and time restrictions are key causes of anxiety (Iksan et al., 2023). Despite various teaching methods and metacognitive awareness strategies employed to mitigate this anxiety, such as debugging, planning, and information management, cognitive and somatic anxieties remain high, indicating that these strategies have limited impact on reducing writing anxiety (Roslaini et al., 2023). Collectively, these findings underscore the need for comprehensive support systems and tailored interventions to address both the psychological and practical challenges faced by students in their writing endeavors.

Anxiety in listening skills among students in Indonesia is a multifaceted issue that significantly impacts their learning outcomes. Various studies have identified several factors contributing to this anxiety. For instance, a study involving undergraduate students in Palembang revealed that lack of listening skills, attention, mood, and classroom environment are primary contributors to listening anxiety. Lecturers have attempted to mitigate this by preparing students for listening activities, exposing them to authentic materials, and improving the learning environment (Astrid et al., 2024). Another study at the State Islamic Institute of Palangkaraya identified tension and concern about listening to English audio and a lack of confidence as key factors influencing students' listening anxiety (Fanandi, 2022). Additionally, research at UIN Antasari and IAIN Metro highlighted that language errors and the ability to speak are significant sources of anxiety, often misinterpreted by teachers as a lack of interest or cognitive failure (Fakhrurrozy et al., 2023). In the context of secondary education, foreign language speaking anxiety (FLSA) was found to be exacerbated during question-and-answer sessions and speaking performance activities, with solutions focusing on creating a less anxious learning atmosphere (Hidayati et al., 2022). Furthermore, a study on Academic Listening (AL) classes in Indonesian tertiary education revealed that a significant portion of students experienced high levels of listening anxiety, primarily due to inadequate listening proficiency, rapid speech rates, and a wide range of lexical choices (Hidayati et al., 2022).

Here is the corrected version in English:

These explanations relate to the anxiety associated with learning English from an overall skills perspective. In other words, this situation becomes a relevant issue, especially in foreign language learning, when students have low input in the language. Several previous researches have focused on specific skills related to anxiety. The present research aims to be delivered in the present study: (1) to investigate the description of learning English as a foreign among senior high school students. (2) to identify the types of anxiety that students most commonly experience.

METHOD

The study employed a quantitative and qualitative research design, utilizing a descriptive survey method to investigate the anxiety levels associated with learning English as a foreign language. The population for the study consisted of senior high school students in Samarinda who are currently enrolled in English classes as one of the compulsory subjects in the school. It is a public Vocational School or SMK Negeri 15 Samarinda East Kalimantan. A stratified random sampling method is used to ensure a representative sample. The sample stratified based on key variables such as region rural area, type of school is public and grade level was 11th. (see appendices).

The sample size is determined using a statistical formula for sample size calculation, considering the population size the desired confidence level, and the margin of error (5%). A sample size of approximately 300 students was targeted to ensure sufficient data for reliable analysis.

The primary tool for data collection was used standardized questionnaire from the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, (Horwitz et al., 1986), adapted to the Indonesian context. This instrument included Likert-scale items quantitative data and open-ended questions to gather quantitative and qualitative data.

The questionnaire was distributed to students during their English classes. Prior permission was obtained from school authorities, and consent was sought from students and their parents/guardians. Data Collection Period: The data collection process spans approximately one month to accommodate different schedules and ensure high response rates. Students' responses are anonymized to protect their identities. Voluntary Participation: Participation is voluntary, with the option to withdraw at any time without any consequences.

SPSS was used for quantitative data analysis. The methodology of this study is designed to comprehensively assess the anxiety levels associated with learning English as a foreign language among senior high school students in Indonesia. For Qualitative Data Analysis, thematic Analysis: Responses to open-ended questions analyzed thematically to identify common themes and insights related to students' experiences and perceptions of anxiety in learning English. For the qualitative data, the researcher collected the selected students based on their score in English. The score was gained from their final report. The students who got the score under passing grade became the participants. Therefore, there were 5 students selected for this session.

RESULTS AND DISCUSSION

Based on the descriptive data, it revealed a comprehensive view of students' experiences with anxiety and self-confidence in their foreign language classes. The first statement, "I never feel quite sure of myself when I am speaking in my foreign language class," shows that a significant majority (90%) of students lack self-confidence, with 57% agreeing and 33% strongly agreeing, indicating high anxiety levels related to speaking.

In the second statement, "I don't worry about making mistakes in the language class," 83% of students indicated that they do worry about making mistakes, with 43% agreeing and 40% strongly agreeing. This concern about making errors is a major contributor to their overall anxiety levels in the class. The third statement, "I tremble when I know that I'm going to be called on in language class," highlights physical symptoms of anxiety. A significant 90% of students, with 67% strongly agreeing and 23% agreeing, reported experiencing trembling, further emphasizing the intensity of their anxiety.

Fear of not understanding the teacher is another notable issue. The fourth statement, "It frightens me when I don't understand what the teacher is saying in the foreign language," revealed that more than half (64%) of the students expressed fear, with 52% agreeing and 12% strongly agreeing, pointing to comprehension as a significant source of anxiety. In terms of willingness to take more language classes, the fifth statement, "It wouldn't bother me at all to take more foreign language classes," revealed that 67% of students are not willing to take more classes, indicating a negative attitude towards learning English due to anxiety.

Distraction during class is addressed in the sixth statement, "During language class, I think about things that have nothing to do with the course." While 64% of students are not distracted, 30% are, which could be linked to anxiety or a lack of engagement. Comparative self-perception is another area of concern. The seventh statement, "I keep thinking that the other students are better at languages than I am," revealed that 82% of students believe others are better, reflecting comparative anxiety.

Ease during tests is also affected by anxiety, as indicated in the eighth statement, "I am usually at ease during tests in my language class." More than half (53%) of the students feel uneasy, showing test-related anxiety. The ninth statement, "I start to panic when I have to speak without preparation in a language class," showed that 72% of students' panic, highlighting a common anxiety trigger when speaking without preparation. Worrying about failing is prominent, as shown in the tenth statement, "I

worry about the consequences of failing my foreign language class." A majority (81%) worry about failing, indicating performance anxiety.

Understanding others' anxiety is also noted in the eleventh statement, "I don't understand why some people get so upset over foreign language class." Nearly half (53%) of the students understand why others get upset, suggesting empathy towards shared anxiety. In terms of forgetting known information, the twelfth statement, "In language class, I can get so nervous I forget things I know," showed that 80% of students' experience forgetfulness due to nervousness, indicating high anxiety levels.

Embarrassment in volunteering answers is another concern. The thirteenth statement, "It embarrasses me to volunteer answers in my language class," revealed that 65% of students feel embarrassed, reflecting social anxiety. Nervousness with native speakers is significant, as seen in the fourteenth statement, "I would not be nervous speaking a foreign language with native speakers." A vast majority (99%) would be nervous, indicating high anxiety about speaking with native speakers.

Upset by the teacher's corrections is another issue. The fifteenth statement, "I get upset when I don't understand what the teacher is correcting," showed that 56% of students get upset, highlighting anxiety about receiving feedback. Anxiety despite preparation is notable, as indicated in the sixteenth statement, "Even if I am well prepared for a language class, I feel anxious about it." A significant portion (78%) feel anxious despite preparation, indicating pervasive anxiety.

Avoidance of language class is less common, as shown in the seventeenth statement, "I often feel like not going to my language class." While 70% of students do not feel like avoiding class, 21% do, reflecting mixed feelings. Confidence in speaking is lacking, as indicated in the eighteenth statement, "I feel confident when I speak in foreign language class." A vast majority (82%) lack confidence, indicating high levels of speaking anxiety.

Fear of correction is significant, as shown in the nineteenth statement, "I am afraid that my language teacher is ready to correct every mistake I make." A majority (72%) fear constant correction, contributing to anxiety. Physical symptoms of anxiety, such as a pounding heart, are prevalent, as noted in the twentieth statement, "I can feel my heart pounding when I'm going to be called on in language class." A significant portion (82%) experience this symptom.

Confusion despite studying is another issue. The twenty-first statement, "The more I study for a language test, the more confused I get," showed that 75% of students feel more confused the more they study, indicating study-

related anxiety. Pressure to prepare is notable, as indicated in the twenty-second statement, "I don't feel pressure to prepare very well for a language class." A significant portion (65%) feel pressure to prepare, reflecting performance anxiety.

Comparative proficiency anxiety is significant, as shown in the twenty-third statement, "I always feel that the other students speak a foreign language better than I do." A majority (82%) believe others are better, indicating high levels of comparative anxiety. Self-consciousness in speaking is another concern. The twenty-fourth statement, "I feel very self-conscious about speaking the foreign language in front of other students," revealed that 70% of students feel self-conscious, highlighting social anxiety.

Fear of being left behind is notable, as indicated in the twenty-fifth statement, "Language class moves so quickly I worry about getting left behind." Nearly half (47%) of students worry about the pace, indicating anxiety about keeping up. Tension compared to other classes is significant, as shown in the twenty-sixth statement, "I feel more tense and nervous in my language class than in my other classes." A majority (71%) feel more tense in language class, indicating it is a significant source of anxiety.

Nervousness and confusion in speaking are prevalent, as noted in the twenty-seventh statement, "I get nervous and confused when I am speaking in my language class." A majority (58%) experience this, highlighting speaking anxiety. Relaxation on the way to class is less common, as indicated in the twenty-eighth statement, "When I'm on my way to language class, I feel very sure and relaxed." A significant portion (49%) do not feel relaxed on their way to class, indicating anticipatory anxiety.

Nervousness when not understanding every word is notable, as shown in the twenty-ninth statement, "I get nervous when I don't understand every word the language teacher says." More than half (56%) feel nervous, indicating comprehension anxiety. Feeling overwhelmed by language rules is less common, as indicated in the thirtieth statement, "I feel overwhelmed by the number of rules you have to learn to speak a foreign language." A significant portion (30%) feel overwhelmed, reflecting anxiety about language complexity.

Fear of peer ridicule is significant, as shown in the thirty-first statement, "I am afraid that the other students will laugh at me when I speak the foreign language." A majority (82%) fear peer ridicule, highlighting social anxiety. Comfort around native speakers is less common, as indicated in the thirty-second statement, "I would probably feel comfortable around native speakers of the foreign

language." A significant portion (30%) would not feel comfortable, indicating high anxiety levels. Nervousness when unprepared is prevalent, as shown in the thirty-third statement, "I get nervous when the language teacher asks questions which I haven't prepared in advance." A majority (81%) feel nervous when asked unprepared questions, indicating anxiety related to spontaneity.

A significant majority (90%) of students lack self-confidence when speaking English in class. Interpretation: The lack of self-confidence among students when speaking English is a critical issue, as evidenced by 90% of students reporting low self-confidence. This phenomenon aligns with the research by MacIntyre and Gardner (2019), which identifies low self-confidence as a significant factor contributing to language anxiety. This anxiety manifests as a fear of negative evaluation and potential embarrassment, leading to reluctance to speak. Dewaele and MacIntyre (2020) further elaborate that students who fear being judged by peers or making mistakes are less likely to participate actively in class discussions. This creates a cyclical pattern where anxiety inhibits speaking, and the lack of practice perpetuates the anxiety.

A majority (83%) of students worry about making mistakes in class. Interpretation: The fear of making mistakes is a prevalent concern among students, with 83% indicating that this fear inhibits their classroom participation. This aligns with Horwitz (2020), who identified the fear of making mistakes and subsequent judgment by peers as significant sources of language anxiety. Such anxiety can create a barrier to active engagement and language acquisition, as students may avoid speaking to prevent potential errors. This avoidance can impede language development, as active use and practice are essential for improvement.

90% of students experience physical symptoms such as trembling when called upon in class. Interpretation: The high incidence of physical symptoms, reported by 90% of students, underscores the profound impact of anxiety on language learners. Al-Saraj (2019) notes that symptoms like trembling and increased heart rate are common among anxious students. These physical manifestations of anxiety can significantly affect performance and participation, as students might be more focused on managing their symptoms than on engaging with the lesson. This physiological response can further exacerbate the cycle of anxiety and avoidance in language learning contexts.

64% of students feel frightened when they do not understand the teacher. Interpretation: The fear of not comprehending the teacher's instructions is reported by 64% of students and is a significant contributor to language anxiety. Dörnyei and Ryan (2020) emphasize the

importance of comprehensible input in language learning, suggesting that when students struggle to understand their teacher, their anxiety levels increase. This heightened anxiety can create a barrier to effective learning and participation, as students may become too preoccupied with their lack of understanding to engage fully with the material.

82% of students believe that their peers are better at languages. Interpretation: Comparative self-perception is a significant issue, with 82% of students feeling that their peers are more proficient in language skills. This negative comparison can lead to increased anxiety, as suggested by Gregersen and MacIntyre (2019). When students perceive themselves as less capable than their peers, they may experience a decline in self-esteem and increased anxiety. This can result in decreased participation and effort, further hindering their language acquisition and reinforcing their negative self-perception.

The results of the interview are:

Question 1: What specific aspects of learning English make you feel most anxious?

Student A: "I feel most anxious when I have to speak in front of the class. I'm always worried about making mistakes and being judged by my classmates."

Student B: "For me, the anxiety comes when I don't understand what the teacher is saying. It makes me feel lost and frustrated."

Student C: "Tests make me anxious, especially the speaking tests. I panic because I can't prepare as much as I can for a written test."

Student D: "I get nervous when I have to participate in group discussions. I'm always afraid that my English isn't good enough compared to others."

Student E: "I feel the most anxiety during impromptu speaking activities. Not having time to prepare makes me very nervous."

Question 2: How do you feel when you make a mistake while speaking English in class?

Student A: "I feel embarrassed and want to hide. I worry that everyone thinks I'm not good at English."

Student B: "It makes me feel really bad about myself. I start doubting my abilities and think that I'll never get better."

Student C: "I feel a bit frustrated, but I try to learn from my mistakes. Still, it adds to my anxiety because I don't want to repeat them."

Student D: "I feel very self-conscious and it discourages me from participating more in class."

Student E: "Making mistakes is part of learning, but it still makes me anxious because I don't want to be corrected in front of everyone."

Question 3: What strategies do you use to cope with your anxiety in English class?

Student A: "I try to prepare as much as I can before class, especially for speaking activities. It helps me feel a bit more confident."

Student B: "I practice at home with my family or friends. It makes me feel more comfortable speaking English."

Student C: "I use relaxation techniques like deep breathing before speaking in class. It helps calm my nerves."

Student D: "I focus on listening to English music and watching English movies. It makes learning more enjoyable and less stressful."

Student E: "I ask my teacher for feedback privately instead of in front of the class. This way, I can improve without feeling embarrassed."

Question 4: How do you think your teacher can help reduce your anxiety in learning English?

Student A: "I think it would help if the teacher gave more positive feedback and encouraged us even when we make mistakes."

Student B: "It would be great if the teacher could slow down a bit and make sure everyone understands before moving on."

Student C: "Having more practice opportunities in a supportive environment would be helpful. Maybe small group activities where we can feel more comfortable."

Student D: "If the teacher could create a more relaxed atmosphere and be less critical, it would reduce a lot of our anxiety."

Student E: "I would appreciate it if the teacher could give us some tips on how to manage our anxiety and stress in class."

Question 5: Do you think learning English as a foreign language is important for your future? Why or why not?

Student A: "Yes, I think it's very important. English is an international language and it will help me in my career and travel."

Student B: "Absolutely. Most of the good universities and job opportunities require English proficiency, so it's essential for my future."

Student C: "Yes, because many resources and information are available in English. It opens up a lot of opportunities for learning and growth."

Student D: "Definitely. English is necessary for communicating with people from different countries and for accessing global information."

Student E: "Yes, it's important. Knowing English will help me in my professional life and also make it easier to connect with people worldwide."

Based on the result of the qualitative data above, the researcher highlights several aspects such as (1) specific aspects of anxiety, (2) reactions to make mistakes, (3)

coping strategies, (4) teacher support, and (5) the importance of learning English.

According to first aspect students reported feeling most anxious when speaking in front of the class, understanding the teacher, and during impromptu speaking activities. The interpretation is the Highlights the need for more supportive and structured speaking opportunities, as suggested by (Zoltan & Ryan, 2015). Moreover, Effective questioning strategies by teachers can mitigate this anxiety and promote better learning outcomes (Wang, 2024). Oral expression anxiety is another critical barrier, particularly in the context of the new General Senior High School Curriculum Standards, which emphasize oral communication skills. Addressing the causes of this anxiety through targeted teaching strategies can enhance students' oral expression abilities.

Related to the second aspect, students feel embarrassed, frustrated, and self-conscious when making mistakes. This indicates a high level of performance anxiety, which can be mitigated by creating a more positive and supportive classroom environment (Horwitz et al., 1986) whereby this recommendation is still relevant with nowadays situation.

Based on the third aspect, students use various strategies such as preparation, practice with friends, relaxation techniques, and seeking private feedback. These strategies align with recommendations by (Liu & Chen, 2015), who advocate for individualized approaches to managing language anxiety.

According to the teacher support, students suggested that teachers could help by giving positive feedback, slowing down, providing more practice opportunities, and creating a relaxed atmosphere. These suggestions are supported by (Alrabai, 2021), who found that teacher support and positive reinforcement significantly reduce language anxiety. The last aspect is related to the importance of learning English are All students acknowledged the importance of learning English for their future educational and career opportunities. This reflects the findings of (Crystal, 2019), who emphasized the global importance of English proficiency.

CONCLUSION

This study examines anxiety in learning English as a foreign language among senior high school students in Indonesia, revealing significant insights into its prevalence, causes, and impacts. By integrating quantitative and qualitative data, it offers a comprehensive understanding of this complex issue.

The survey results indicate a high prevalence of anxiety among students learning English. Many report a lack of

self-confidence, fear of making mistakes, and physical symptoms such as trembling and increased heart rate. These findings align with research by (MacIntyre et al., 2019) and (Almotiary, 2022), which highlight the pervasive nature of language anxiety among foreign language learners.

Several factors contribute to the observed high levels of anxiety. The fear of negative evaluation and embarrassment is significant, as students worry about making mistakes and being judged by peers and teachers. This is consistent with (Rachmawati & Jurianto, 2020) findings on the impact of fear of mistakes on language learning anxiety. Additionally, concerns about not understanding the teacher and the belief that peers are more proficient in English further exacerbate anxiety levels, as documented by (Zoltan & Ryan, 2015) and (P. MacIntyre et al., 2019).

The impact of anxiety on students' academic performance and participation is profound. Students report feeling nervous and confused, which affects their ability to recall information and respond accurately in class. Physical symptoms of anxiety, such as trembling and a pounding heart, also hinder participation, aligning with (Alrabai, 2021) findings on the negative impact of anxiety on language learners' performance.

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APPENDIX

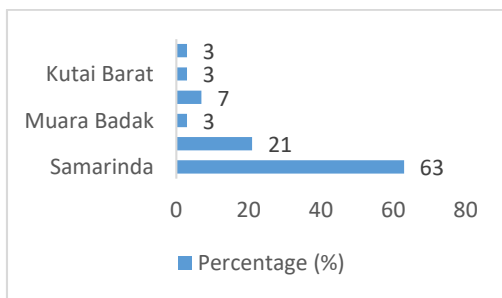


Figure 1 Percentages of Respondents' Region

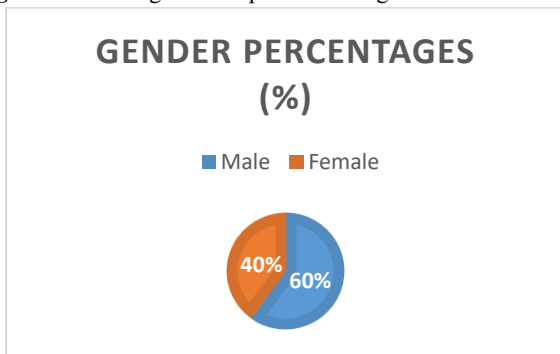


Figure 2 Gender Percentages

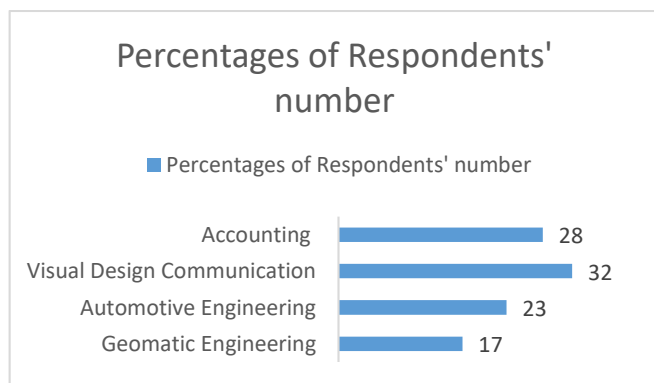


Figure 3 Percentages of Respondents Based on the Program

Instrument: Questionnaire (FLAC)

- A. Biodata
 1. Jenis kelamin:
 - a. Laki-laki
 - b. Perempuan
 2. Alamat:
 3. Jurusan:
- B. FLACS Questionnaire:
 4. Saya tidak pernah merasa yakin dengan diri saya sendiri ketika saya berbicara di kelas bahasa asing saya
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
 5. Saya tidak was-was ketika membuat kesalahan di kelas Bahasa Inggris
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
 6. Saya takut ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa asing,
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
 7. Tidak masalah bagi saya untuk mengambil lebih banyak kelas bahasa asing
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
 8. Selama pelajaran bahasa, saya memikirkan hal-hal yang tidak ada hubungannya dengan pelajaran.
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
 9. Saya terus berpikir bahwa siswa lain lebih pandai berbahasa daripada saya
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
 10. Saya biasanya merasa tenang selama ujian di kelas bahasa saya
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
 11. Saya mulai panik ketika saya harus berbicara tanpa persiapan di kelas Bahasa
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju

12. Saya khawatir tentang konsekuensi jika saya tidak lulus kelas bahasa asing.
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
13. Saya tidak mengerti mengapa sebagian orang begitu kesal dengan kelas bahasa asing.
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
14. Di kelas bahasa, saya bisa menjadi sangat gugup hingga saya lupa hal-hal yang saya ketahui
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
15. Saya malu untuk memberikan jawaban sukarela di kelas bahasa saya
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
16. Saya tidak akan merasa gugup berbicara bahasa asing dengan penutur asli
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
17. Saya menjadi marah ketika saya tidak mengerti apa yang dikoreksi oleh guru
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
18. Bahkan jika saya sudah siap untuk kelas bahasa, saya merasa cemas tentang hal itu
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
19. Saya sering merasa tidak ingin masuk ke kelas bahasa
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
20. Saya merasa percaya diri saat berbicara di kelas bahasa asing
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
21. Saya takut guru bahasa saya siap mengoreksi setiap kesalahan yang saya buat
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
22. Aku bisa merasakan jantungku berdebar kencang ketika aku dipanggil ke kelas Bahasa
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
23. Semakin saya belajar untuk ujian bahasa, semakin bingung saya
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
24. Saya tidak merasa tertekan untuk mempersiapkan diri dengan baik untuk kelas Bahasa
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
25. Saya selalu merasa bahwa siswa lain berbicara bahasa asing lebih baik daripada saya.
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
26. Saya merasa sangat malu berbicara bahasa asing di depan siswa lain
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
27. Kelas bahasa berlangsung begitu cepat, saya khawatir akan tertinggal
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
28. Saya merasa lebih tegang dan gugup di kelas bahasa saya dibandingkan di kelas lainnya
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
29. Saya merasa gugup dan bingung ketika berbicara di kelas bahasa saya
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
30. Ketika saya dalam perjalanan menuju kelas bahasa, saya merasa sangat yakin dan santai
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
31. Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan guru bahasa.
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
32. Saya merasa kewalahan dengan banyaknya aturan yang harus dipelajari untuk berbicara dalam bahasa asing.
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
33. Saya takut siswa lain akan menertawakan saya ketika saya berbicara bahasa asing
 - a. Sangat tidak setuju
 - b. Tidak setuju

- c. Setuju
 - d. Sangat setuju
34. Saya mungkin akan merasa nyaman berada di sekitar penutur asli bahasa asing tersebut
- a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
35. Saya merasa gugup ketika guru bahasa menanyakan pertanyaan yang belum saya persiapkan sebelumnya
- a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju

Pertanyaan terbuka

1. Aspek spesifik apa dalam belajar bahasa Inggris yang membuat Anda merasa paling cemas?
2. Bagaimana perasaan Anda ketika melakukan kesalahan saat berbicara bahasa Inggris di kelas?
3. Strategi apa yang Anda gunakan untuk mengatasi kecemasan Anda di kelas bahasa Inggris?
4. Bagaimana menurut Anda guru Anda dapat membantu mengurangi kecemasan Anda dalam belajar bahasa Inggris?
5. Apakah menurut Anda belajar bahasa Inggris sebagai bahasa asing penting untuk masa depan Anda? Mengapa atau mengapa tidak