

## **An Analysis of the Factors Contributing to Anxiety in English Language Learning Among College Students**

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### **Abstract**

Foreign Language Anxiety (FLA) is a common phenomenon among students, particularly those learning a foreign language. This study aims to investigate the factors that cause students to experience anxiety when learning English. The research method employed is descriptive with a qualitative approach. Data were gathered using in-depth interviews, observations, and questionnaires distributed to 100 students from various departments at a public university in Indonesia. The study's findings revealed that the primary causes of anxiety are (1) fear of making mistakes in front of friends, (2) lack of confidence in English language skills, (3) pressure from lecturers or a competitive learning environment, (4) less interactive teaching methods, and (5) a lack of preparation and basic knowledge of English. Furthermore, students who had negative experiences with previous English language learning exhibited higher levels of anxiety. This study concludes that psychological, pedagogical, and social factors all have a significant impact on student anxiety levels. As a result, efforts must be made to create a supportive learning environment, such as using more inclusive teaching methods, increasing student self-esteem, and providing adequate guidance. This research is expected to help the development of more effective English learning strategies in higher education.

Keywords: Anxiety, English learning, Students, Learning strategies

### **INTRODUCTION**

Learning English is extremely important in today's globalized world. As an international language, English has become a lingua franca in various fields, including education, business, technology, and communication. Furthermore, English is the primary language of instruction for many academic journals, textbooks, and online courses, providing extensive access to scientific literature and educational resources. Because English accounts for approximately 80% of internet content, mastering it allows you to gain more knowledge in various fields. English language skills in a college setting are both an academic requirement and an important provision for students to compete in the international job market (Crystal, 2016).

Speaking is one of the fundamental skills that everyone possesses, enabling us to communicate and connect with others. However, as Nadia & Yansyah (2018) noted, not everyone feels confident speaking in front of an audience, particularly in English. Since the late 19th century, English has emerged as a global lingua franca, further highlighting the importance of effective communication in this language.

Anxiety is one of the most common problems that students face when learning English. Anxiety can impact students' motivation and success in learning English. Although everyone understands that English is important, many students experience emotional difficulties while

learning. Anxiety related to learning English, also known as Foreign Language Anxiety (FLA). This tension can impair students' potential to understand the material, take part actively in elegance, and gain most beneficial getting to know effects. not unusual tension problems encompass speaking anxiety, check tension, and a worry of creating mistakes (Botes *et al.*, 2020).

No matter the mentioned importance of English skillability, many college students experience sizable anxiety throughout their studying journey. This condition, called overseas Language anxiety (FLA), can negatively impact students' motivation and ability to reach obtaining English. FLA affords itself in numerous methods, along with communicate apprehension, fear of negative evaluation, and test anxiety. these elements can obstruct comprehension, limit energetic participation, and in the end have an effect on studying effects. studies has proven that FLA is common amongst English as a foreign Language (EFL) rookies, influencing their performance and willingness to speak (Rodriguez, 2022).

Cultural and social dynamics appreciably impact overseas language acquisition (FLA). college students from numerous linguistic backgrounds may revel in feelings of isolation or discomfort whilst speaking English, that can bring about social tension for the duration of interactions with academics and peers. This fear can have a profound effect on both language mastering and classroom participation. In Indonesia, studies has proven that tension related to speaking is often exacerbated with the aid of concerns about making mistakes and the presence of strict academics (Subekti, 2018).

Research suggests that different factors contribute to overseas Language anxiety (FLA). those encompass pressure from the mastering surroundings, fear of terrible evaluation, a lack of self-self belief, ineffective teaching techniques, and students' self-perceptions concerning their abilities. those elements have an effect on educational performance and undermine college students' interest and motivation to examine English. for example, students with low selfconfidence of their language abilties frequently revel in accelerated anxiety, specifically while they may be required to speak in English. This issue is especially not unusual amongst students who need to communicate in a foreign language putting (Fauzi & Asi, 2023).

This research applied the FLCAS questionnaire to discover college students' level of anxiety. based totally at the facts evaluation through the questionnaire, it's far located that there may be no difference among male and female students in terms of their anxiety in language getting to know. it's miles validated by using the chi-rectangular test this is applied to research the records collected (Nurhaeni, 2019).

Preceding studies has proven that a variety of things can make contributions to tension in English language getting to know, such as stress from the learning environment, worry of creating errors, a lack of self-self belief, beside the point teaching methods, and students' perceptions in their own abilities. those factors have an impact on no longer most effective college students' academic performance however additionally their interest and motivation to examine English. Low self-self assurance in language ability is a main supply of hysteria. According to Tanveer (2007), college students who are not able to speak, write, or understand English are much more likely to experience anxiety. that is specifically true for college kids who should communicate in a overseas language (Young, 1991).

The outcomes imply that there are two sorts of anxiety: herbal tension and situational tension. Nature anxiety is an intrinsic element of a person's character, making it a everlasting situation that can hinder language studying. In contrast, state tension is a normal physiological response. as soon as this tension diminishes, people regularly relinquish their apprehension and go back to feeling "ordinary." (Nadia & Yansyah, 2018).

Psychological and linguistic elements encompassed factors together with lecture room surroundings and techniques, linguistic challenges, and the have an impact on of teachers. In evaluation, man or woman-associated elements targeted on motivation and the lack of speakme exercise. Socio-cultural elements protected factors of the social environment, restrained exposure to the goal language, and issues associated with self-belief (Mulyani, 2018)

English learning anxiety encompasses the feelings of tension, self-doubt, and emotional distress that learners experience while studying English. This phenomenon often manifests as a low self-assessment of their communicative abilities in the language. In this paper, we explore the English learning anxiety of 260 college students in Hubei Province through a questionnaire. The findings reveal a high overall level of anxiety among these students, driven primarily by fears of negative evaluations, concerns about communication, and a lack of confidence in their English skills. Notably, fear of communication shows the strongest correlation with English learning anxiety. This study identifies the extent and distribution of English anxiety among college students and proposes solutions and suggestions to help them effectively manage and overcome this anxiety in their future English learning endeavors (Njonge, 2023).

The factors contributing to speaking anxiety are identified and explored through key themes derived from an analysis of pertinent literature. These central themes include (1) cognitive factors, which encompass topics, genres, interlocutors, and processing demands; (2)

affective factors, focusing on feelings about the topic and participants, as well as self-consciousness; and (3) performance factors, which relate to aspects such as the mode of delivery, level of collaboration, control of discourse, planning and rehearsal time, time constraints, and environmental conditions (Hanifa, 2018).

Students from diverse cultures and languages may feel isolated or uncomfortable speaking English. Social anxiety about interacting in English, whether with teachers or other students, can significantly impact language learning. According to Indrianty (2016), students who face social or cultural barriers are more likely to feel anxious while speaking a foreign language.

More research is needed on student anxiety while learning English in Indonesia, particularly in higher education. It is hoped that understanding the causes of this anxiety will aid in developing better learning strategies, assisting students in overcoming their anxiety and creating a more positive learning environment (Indrianty, 2016). As a end result, the motive of this study is to observe the factors that contribute to scholar tension in English language mastering, with a focus on the psychological, pedagogical, and social factors that influence their tension stages (Mackiewicz, 2018).

## **METHOD**

This examine adopts a quantitative descriptive method to explore the elements contributing to tension in English language gaining knowledge of among university college students. A quantitative technique helps objective data series and statistical analysis, enabling the identification of styles, trends, and relationships amongst numerous variables. through this technique, the take a look at objectives to quantify the degree of tension experienced by using students and assess the correlation among tension degrees and factors such as mental, pedagogical, and social affects. A descriptive layout is hired to systematically portray the phenomenon, offering a clearer knowledge of the character and occurrence of language learning tension among college students.

The primary instrument for data series is a questionnaire designed to acquire insights into college students' perceptions, studies, and emotions related to tension in gaining knowledge of English. This questionnaire comprises more than one-desire questions and Likert-scale items, taking into account quantifiable responses appropriate for statistical analysis. The questions address diverse dimensions of language anxiety, which includes fear of poor assessment, communicate apprehension, check tension, and self-confidence. To decorate the validity and reliability of the tool, a pilot look at is conducted before the total-

scale records collection, allowing refinements to the questionnaire based totally on comments from a small group of students.

To ensure that the findings are applicable to a broader student population, careful attention is given to the selection of the population and sampling techniques. This study focuses on college students enrolled in English language courses who are particularly vulnerable to language learning anxiety. A random sampling approach is employed, permitting every pupil an same threat of participating within the studies. The information gathered is analyzed the usage of descriptive information—together with mean, general deviation, and frequency distribution—to pick out the key elements contributing to anxiety. moreover, correlation and regression analysis have been carried out to discover the relationship between tension ranges and those diagnosed elements. subsequently, the evaluation outcomes are interpreted to offer treasured insights into ability interventions and techniques for decreasing anxiety in English language freshmen.

## RESULTS AND DISCUSSION

Based totally on data analysis from a questionnaire dispensed to a hundred students at a public university in Indonesia, numerous factors had been diagnosed as causes of anxiety in English mastering amongst students. those elements may be labeled into psychological, pedagogical, and social.

**Table 1. Psychological Factors**

Factors	Agree	Neutral	Disagree
Fear of making mistakes while speaking English in front of the class.	74%	10%	16%
Having a lack of confidence in speaking English	63%	18%	19%

Table 1 suggests that the findings of the observe monitor that anxiety rooted in mental elements performs a giant role in English language mastering. A high-quality challenge amongst students is the worry of creating mistakes whilst speaking English, mainly in the front of peers or instructors, with seventy four% of respondents recognizing this apprehension. college students experience massive pressure whilst communicating in a foreign language, specially in formal educational environments.

Moreover, 63% of college students reported lacking self belief whilst talking English. This uncertainty regularly arises from their belief that their language abilities are insufficient for powerful conversation. Many students hesitate to explicit their thoughts due to the fear of being judged or criticized via others, such as peers and lecturers. the ones struggling with low selfself assurance in their English-speaking abilities frequently keep away from participation

in discussions, which similarly limits their opportunity to beautify their speakme talents. the fear of terrible assessment can create a destructive cycle of avoidance; college students pull away from talking, in the end slowing their language acquisition progress.

Those issues align with the studies of Horwitz et al. (1986), who emphasized that the concern of making errors and receiving damaging feedback appreciably contributes to foreign language tension. on this have a look at, it have become clear that students who have been errors appreciative of creating errors frequently chose to stay silent at some point of school room sports, ultimately hindering their overall gaining knowledge of development.

**Table 2. Pedagogical Factors**

Factors	Agree	Neutral	Disagree
I lost interest in learning English due to the monotonous teaching method.	67%	9%	24%
Feeling pressured by lecturers' demands to speak flawless English	65%	12%	23%

Table 2 indicates that pedagogical factors significantly impact pupil tension, especially within the context of learning English. A lack of range and interaction in coaching methods has been diagnosed as a first rate stressor, with 67 % of college students reporting that monotonous methods caused them to lose interest in the language. whilst students feel disconnected due to repetitive teaching patterns, their motivation to engage actively in elegance diminishes.

Moreover, 65% of students expressed feeling forced by instructors' expectancies to speak English perfectly. This strain can shift their awareness from developing their communication competencies obviously to actually heading off errors. As a end result, excessive expectancies from teachers can also discourage college students from practicing English, main them to undertake a greater passive mastering role.

The emphasis on fluency and accuracy in English training often fosters an overly aggressive and traumatic getting to know environment. Students who are expected to perform without error can become excessively self-conscious and hesitant to practice speaking in front of their peers. This apprehension can hinder their willingness to take risks in their languagelearning journey.

Supporting this perspective, Young (1991) argues that a rigid focus on evaluation results can heighten student anxiety. When educators prioritize grammatical correctness and pronunciation perfection without fostering a relaxed learning atmosphere, students may become increasingly anxious about making mistakes, reducing participation.

**Table 3. Social Factors**

Factors	Agree	Neutral	Disagree
Feeling anxious if their friends speak English more fluently	81%	6%	13%
Making mistakes in front of friends can make you feel embarrassed.	59%	22%	19%

Table 3 shows that social anxiety significantly contributes to students' fears of speaking English. Notably, 81% of students reported feeling anxious when their peers showcased greater fluency. This competitive atmosphere can leave fewer professional speakers feeling inadequate or inferior compared to their classmates. Additionally, 59% of students mentioned feeling embarrassed when they made mistakes in front of friends. This sense of shame often keeps them from taking language-learning risks, as they worry about being ridiculed or judged negatively by their peers. Such social pressure tends to reinforce a tendency to remain silent rather than engage in spoken English practice.

Students who perceive their classmates as more skilled often hesitate to participate in discussions or oral activities. This finding aligns with previous research indicating that anxiety levels rise when students feel they are being compared to more capable speakers. The constant feeling of being evaluated by peers can amplify anxiety and diminish students' willingness to engage in classroom activities.

To alleviate social anxiety, creating a supportive and nonjudgmental learning environment is crucial. Lecturers should implement collaborative activities that promote teamwork rather than competition, such as small group discussions and peer-assisted learning techniques. This approach can help students feel more at ease, allowing them to express themselves freely without fearing negative evaluation.

## CONCLUSION

Primarily based at the findings, it's miles viable to conclude that scholars' tension about learning English is caused by a ramification of factors, along with fear of making errors, untrustworthy self-self belief, pressure from a aggressive mastering environment, insufficient teaching methods, and social influences. To reduce students' anxiety even as gaining knowledge of English, it's miles recommended that more supportive mastering packages be designed, extra interactive methods be used, and extra interest be paid to their psychological factors. Many students particular subject about being judged with the aid in their friends or lecturers when speakme or writing in English, that may critically hinder their capability to talk efficaciously and refine their language capabilities. furthermore, a loss of self-self guarantee

regularly results in reluctance to take part in beauty sports, ensuing in a passive analyzing experience that most effectively heightens their tension.

Every other major contributor to college students' tension is the pressure stemming from an aggressive educational environment. In classrooms in which college students experience they are constantly being in comparison to one another or where immoderate performance is predicted without excellent sufficient help, anxiety ranges are probably to increase. This ongoing strength to fulfill academic standards and surpass friends can create stress, making it hard for college students to pay interest on improving their English capabilities. Furthermore, an aggressive environment can discourage students from taking the critical dangers essential to language gaining knowledge of.

The coaching techniques employed additionally play a pivotal function in both alleviating or intensifying college students' anxiety. Rigid tactics which are overly focused on grammar or loss of pupil engagement can leave beginners feeling disconnected and unmotivated. Whilst educators depend insufficiently on interactive and communicative techniques, university college students may moreover emerge as beaten, particularly after they grapple with complicated grammar or surprising vocabulary. Conversely, dynamic and student-focused coaching techniques can foster a greater secure getting to know surroundings, effectively decreasing anxiety.

Social elements, which includes peer strain and societal views on English talent, add to college students' anxiety. A few may additionally moreover enjoy embarrassed about their pronunciation or fear mockery for making errors. Additionally, societal expectations that role English as a benchmark for intelligence or achievement can make bigger the pressure on college students to excel. Such outdoor affects can lead to self-consciousness, making students hesitant to use the language in real-life conditions.

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