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THE REFLECTION OF STUDENTS' EFL CLASSROOMS ANXIETY IN UNDERGRADUATE PROGRAM

by

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Abstract:

Anxiety is one of the constraints affecting EFL learners in acquiring the target language of the communicative classroom contexts, especially for university students. Therefore, the research aims to shed light on the students' English foreign language classroom anxiety in undergraduate programs. The research employed a qualitative approach with a case study design. This research involved sixty-two students in an undergraduate program. Purposive sampling was applied in this research to select the participants. The instruments used in this study were questionnaires and semi-structured interviews. The Questionnaire adopted from Horwitz, Horwitz, and Cope (1986) consisted of 33 items. The result revealed that the average student's anxiety level was 114, categorized as anxious in the EFL classrooms. Another result showed that the students experienced some symptoms and phenomena based on the three subdimensions, indicating anxiety in EFL classrooms.

Keywords: EFL classrooms, Students' anxiety, Students' reflection.

Abstrak:

Kecemasan adalah salah satu kendala yang mempengaruhi peserta didik EFL dalam memperoleh bahasa target dari konteks kelas komunikatif, terutama bagi mahasiswa. Oleh karena itu, tujuan penelitian adalah untuk menjelaskan bagaimana kecemasan kelas bahasa asing bahasa Inggris siswa dalam program sarjana. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Penelitian ini melibatkan enam puluh dua mahasiswa dalam satu program sarjana. Purposive sampling diterapkan dalam penelitian ini untuk menyeleksi partisipan. Instrumen yang digunakan dalam penelitian ini adalah angket dan wawancara semi terstruktur. Kuesioner yang diadopsi dari Horwitz, Horwitz, and Cope (1986) terdiri dari 33 item. Hasilnya menunjukkan bahwa tingkat kecemasan rata-rata siswa adalah 114, dikategorikan sebagai cemas di ruang kelas EFL. Hasil lain menunjukkan bahwa siswa mengalami beberapa gejala dan fenomena berdasarkan tiga subdimensi, menunjukkan kecemasan di ruang kelas EFL.

Kata kunci: EFL kelas, kecemasan siswa, refleksi siswa.

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INTRODUCTION

Research on Foreign Language Anxiety (FLA) has been investigated by some researchers (e.g., Mulyono et al., 2020; Pakpahan & Gultom, 2022; Lomotey, 2021; Alamer & Lee, 2021; Alsalooli & Al-Tale', 2022 Prima et al., 2022). Based on their investigations, there are various findings related to language anxiety. Mulyono et al. (2020) investigated writing across gender and education levels. They found that all students experienced writing anxiety in foreign language learning, and most experienced moderate anxiety. Furthermore, students' writing anxiety was not influenced by gender and education levels. It can be concluded that helping students develop a positive perception of their foreign language writing is crucial in addition to helping them develop their writing skills. Another study by Pakpahan and Gultom (2022) investigated students' speaking anxiety in online learning. They found that 30% of the students felt anxiety at a high level, 63.3% at a moderate level, and 6.6% at a low level. Based on the investigation, they found that the number of high anxiety levels decreased after using online courses.

Moreover, Lomotey (2021) studied the same topic about anxiety in adult foreign language learning. Her investigation showed that the majority of participants experienced foreign language classroom anxiety. However, she concluded that students' overall Spanish classroom anxiety and classroom achievement had a negative correlation. In addition, research on predicting anxiety based on language achievement was also conducted (Alamer & Lee, 2021). Their research revealed that second language (L2) achievement and language anxiety measured simultaneously were negatively correlated. Thus, Their research challenges the findings of Lomotey (2021).

Furthermore, Alsalooli and Al-Tale' (2022) found that most students typically had a moderate level of FLA due to communication apprehension and fears related to negative feedback and language tests. In addition, their investigations also revealed that gender does not affect the level of FLA. In contrast, it indicated that high levels of FLA among the students had a significant impact on the students' performance. Consequently, it showed that feedback and language tests may impact the students' anxiety levels. At last, Prima et al. (2022) investigated the students' anxiety in online and offline English classrooms. It is found

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that there is no significant difference between online and offline English classrooms.

Although foreign language anxiety has been examined from various angles, including the effect of gender and education levels on students' ability to concentrate and study (Mulyono et al., 2020), another investigation conducted by Pakpahan and Gultom (2022) investigated the students' speaking anxiety in online learning. Moreover, Lomotey (2021) researched the same topic about anxiety in adult foreign language learning. In addition, research on predicting anxiety based on language achievement was also conducted (Alamer & Lee, 2021). Besides, Alsalooli and Al-Tale' (2022) measured EFL Learners' FLA, including the levels, causes, gender, and impact on academic performance. Lastly, Prima et al. (2022) investigated the students' anxiety in online and offline English classrooms. However, all the research above did not investigate the FLA in detail to see the reflection of the anxiety itself, especially in undergraduate programs. Therefore, in this current study, the researchers are willing to look at the FLA in detail to show the reflection of the student's anxiety.

By looking at the reflection of the FLA in an undergraduate program, the researchers hope it will benefit the enrichment theory of English Language Teaching (ELT). Besides, it also hopes to make practical contributions to help students and teachers solve anxiety problems in their teaching and learning process. The aim of this current study implies that the reflection of EFL classroom anxiety needs to be investigated because it can give new insights into ELT. Through presenting the reflection on the EFL classrooms' anxiety, this current study also provides new information about the existence of anxiety itself.

Therefore, many experts have examined that FLA has become a current problem in university students (Su, 2022). Students' anxiety can lead to negative feelings about self-confidence in completing the tasks given, and this can be a factor affecting their low self-efficacy due to excessive anxiety or negative emotions that make students doubt their ability to master English, such as nervousness, panic, and others (Sengkey, 2022). The way to reduce students' anxiety is seen from their emotions and self-perceptions, beliefs, sentiments, and classroom behaviors (Toyama & Yamazaki, 2022). Moreover, more fun learning methods and strategies for learning foreign languages are expected to reduce students' anxiety, especially those with high anxiety levels in the classroom (Demir & Zaimoglu, 2021). Regarding anxiety factors, the research conducted on university students showed that in subdimensions of

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Foreign Language Classroom Anxiety (FLCA) factors, there are communication apprehensions, test anxiety, and fear of negative evaluation (Alsalooli & Al-Tale', 2022; Darmawangsa1 et al., 2020; Labicane, 2021).

Furthermore, Horwitz et al. (1986) developed a Foreign Language Classroom Anxiety Scale (FLCAS) instrument to measure students' learning anxiety. This instrument has demonstrated anxiety significantly at a higher level of English competence than other instruments (Prima et al., 2022). It requires knowing the students' strategies and how they can reduce their anxiety while in EFL classrooms. The students felt excessive anxiety when they were in a panic situation or had not prepared themselves yet. It could be due to the lack of clarity about the teacher's teaching strategies (Abdurahman & Rizqi, 2021). It is because anxiety is one of the internal constraints in learning foreign languages that might obstruct the student's performance and achievement (Haile & Tilahun, 2019; Sengkey, 2022). For students in EFL classrooms, much effort has been expended in establishing the role of psychological factors in student success or failure. The psychological factor in anxiety is an affective influence on students' negative emotions. Therefore, anxiety is when people worry or fear wrong when they want to do something (Demir & Zaimoglu, 2021). According to Horwitz et al. (1986), anxiety is a feeling of apprehension. Feelings of discomfort and self-doubt characterize anxiety or worry and interfere with students' obligations in assignments, such as their speed and accuracy through information gathering (Cooper et al., 2018). In addition, anxiety can be defined as an emotional response triggered by fear (Downing et al., 2020). Hence, fear is anxiety related to the appraisal of danger when students feel unpleasant about doing their tasks (Labicane, 2021). Thus, anxiety is a normal reaction to difficult situations, and if it can be managed constructively, beneficial effects will come, such as encouraging students to study for upcoming exams (Quintos, 2021). Based on the definition above, anxiety is a normal emotional reaction to worry about an uncertain future or an unpleasant present (Tosun, 2018). Unfortunately, it can have a negative effect, such as related to students' EFL learning (Cooper et al., 2018; Huang et al., 2020). Therefore, examining the reflection of students' EFL classroom anxiety in undergraduate programs is necessary.

Many studies have discussed FLA both in the same or different contexts. Many have looked at the causes, gender, education levels, relationship with the other variables, etc.

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However, none of them have looked at the FLA in detail to show the reflection of the anxiety. In this regard, this current study explores the students' EFL classroom anxiety in undergraduate programs by delivering the research question: **How is the students' English foreign language classroom anxiety in undergraduate programs?**

METHOD

Design

This research was conducted with a qualitative approach, which employed a case study method. This research aimed to reflect qualitative results that further explain how to interpret the findings. The case study used in this research was an empirical investigation that investigates contemporary phenomena in the context of real life in depth (Creswell, 2014). Simons also proposed the type of this research. He stated that case studies can be used to investigate contemporary phenomena in empirical inquiry and understand an event or problem by collecting various information. The problem revealed can be resolved (Simons, 2009). Therefore, this method was appropriate for determining EFL classroom anxiety.

Participant

The participants of this study were undergraduate students in one of the state universities in East Java, Indonesia. It consisted of 62 EFL students in the academic year 2021/2022. The participants were selected by using purposive sampling. Purposive sampling is a technique explicitly considering studies that do not generalize (Sugiyono, 2018). Therefore, the participants were chosen in this study because they showed anxiety symptoms during teaching and learning.

Instrument

The instruments used were questionnaires and semi-structured interviews. The Questionnaire was distributed by Google form to determine the level of EFL classroom anxiety in undergraduate programs. Meanwhile, the semi-structured interview was to determine the reflection of students' anxiety in EFL classrooms. All instruments were confirmed to be valid based on the research questions' construction and authors' validation using a blueprint.

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Data collection technique

The researchers utilized the Questionnaire adopted from (HORWITZ et al., 1986), which consisted of 33 items based on three subdimensions from FLCAS that can be seen in the following table.

Table 1. Foreign Language Classroom Anxiety Scale (FLCAS)

No	Subdimensions	Items
1	Communication Apprehensions	1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32
2	Test Anxiety	3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28
3	Fear of Negative Evaluation	2, 7, 13, 19, 23, 31, 33

Furthermore, the interview was done by using a semi-structured interview. The interview was conducted with three students. The researchers took all the participants from the anxious level. It was because the result of the Questionnaire showed that most of the students were anxious.

Data analysis technique

After collecting data through a Questionnaire, the researchers analyzed the data by managing, classifying, describing, and interpreting based on the Likert Scale. Moreover, the anxiety level of students in EFL classrooms was categorized using the following criteria.

Table 2. Oetting's Scale

Range	Level
124-165	Very Anxious
108-123	Anxious
87-107	Mildly Anxious
66-86	Relaxed
33-65	Very Relaxed

Microsoft Excel interpreted the data analysis of the Questionnaire and the data of the interview by using thematic analysis by Miles and Huberman (Ridder et al., 2014). Finally, the researchers have drawn broad conclusions based on the data and interpreted the findings in this study. In addition, the whole citation system also tracks APA Style 7th edition aid with an offline automatic citing system called Mendeley Desktop (Turmudi, 2020). The employed reference manager was to validate the in-text citation and list of references.

RESULTS AND DISCUSSION**Result**

The results of this study are described and explained based on the results of the Questionnaire and interview by presenting the data of students' EFL classroom anxiety in each subdimension, such as communication apprehensions, test anxiety, and fear of negative evaluation. This part displays the findings to answer the research question: How is the students' English foreign language classrooms anxiety in undergraduate programs?

Table 3. EFL Undergraduate students' anxiety level

N	Total Score	Average
62	7.090	114

The table above implied that the average student's anxiety in the EFL classrooms was 114. Following the categories of students' EFL classrooms' anxiety levels proposed by Horwitz (1983), 114 is categorized as anxious. Therefore, it is exposed that the EFL undergraduate students were anxious since the average score was 108-123. In addition, the detailed analysis and distribution of students' EFL classroom anxiety scores will be explained in the following table.

Table 4. The frequency of students' FLA

No	Level of Anxiety	Frequency	Percentage
1	Very Anxious	13	21%
2	Anxious	26	41%
3	Mildly Anxious	22	35%
4	Relaxed	1	3%
5	Very Relaxed	0	0%
TOTAL		62	100 %

Summing up these findings, it is pretty clear that the students at undergraduate have more anxiety than relaxed learning of EFL in the classrooms. Besides, to visualize the distribution of the students' anxiety in each category, the researchers also provide a chart below to make it more straightforward.

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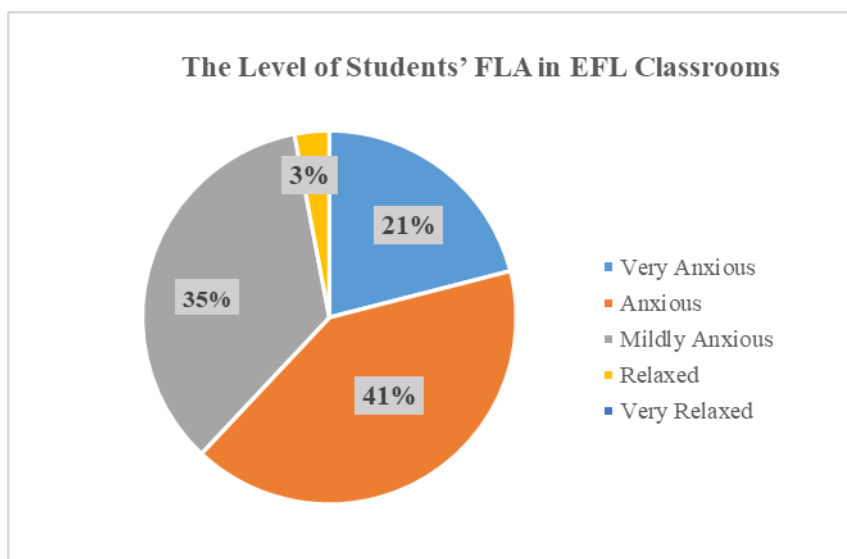


Chart 1. The level of students' FLA based on total score

Based on the findings depicted by the chart, it can be seen that students are under severe anxiety pressure. It is revealed by the anxiety that is more dominant than their relaxation. At first, 21% of undergraduate students experienced anxiety in EFL classrooms and 41% experienced anxiety. In addition, 35% of the students perceived mildly anxious, and 3% perceived relaxed. Meanwhile, none of the students experienced much relaxation in EFL classrooms.

Despite providing general results of the Questionnaire, the researchers also show the results in detail by displaying the results based on the subdimensions of the anxiety, such as communication apprehensions, test anxiety, and fear of negative evaluation.

EFL Classroom Anxiety: Communication Apprehensions

Table 5. Communication apprehensions

ITEMS	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
1 I never feel pretty sure of myself when speaking in my foreign language class.	8	13	27	44	17	27	8	13	2	3
4 It frightens me when I do not understand what the teacher is saying in a foreign language.	12	19	34	55	13	21	3	19	0	0
9 I start to panic when I speak without preparation	16	26	25	40	15	24	5	8	1	2

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	in language class.										
14	I would not be nervous speaking a foreign language with native speakers.	7	11	22	35	18	29	14	23	1	2
15	I get upset when I do not understand what the teacher is correcting.	8	13	31	50	12	19	9	15	2	3
18	I feel confident when I speak in a foreign language class.	6	10	20	32	23	37	10	16	3	5
24	I feel very self-conscious about speaking a foreign language in front of other students.	3	5	21	34	21	34	16	26	1	2
27	I get nervous and confused when I am speaking in my language class.	5	8	21	34	16	26	14	22	6	10
29	I get nervous when I do not understand every word the language teacher says.	13	21	30	48	11	18	8	13	0	0
30	I feel overwhelmed by the number of rules I have to learn to speak a foreign language.	7	11	24	39	21	34	6	10	4	6
32	I would probably feel comfortable around native speakers of the foreign language.	10	16	20	32	23	37	8	13	1	2

The table above presented the results of questionnaire items based on the subdimension of communication apprehensions. Most students agreed on item 1: "I never feel quite sure of myself when speaking in my foreign language class." Furthermore, eight students had strongly agreed responses, twenty-seven had agreed responses, and two had disagreed. In addition, for item 4, "It frightens me when I do not understand what the teacher is saying in the foreign language." Twelve students had a strongly agreed response, thirty-four students had an agreed response, and no students had a strongly disagreed response. Item 9, "I start to panic when I have to speak without preparation in a language class," showed that sixteen students had a strongly agreed response, and twenty-five had an agreed response.

Furthermore, eight students had a strongly agreed response, and thirty-one students had an agreed response to item 15: "I get upset when I do not understand what the teacher is

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correcting." Six students strongly agreed with the response, and twenty students agreed with the response to item 18, "I feel confident when I speak in foreign language class." To item 24, "I feel very self-conscious about speaking the foreign language in front of other students," three students had a strongly agreed response, and twenty-one students had an agreed response. Moreover, five students had a strongly agreed response, and twenty-one students agreed to respond to item 27: "I get nervous and confused when I am speaking in my language class." To item 29, "I get nervous when I do not understand every word the language teacher says," thirteen students had strongly agreed response, and thirty students had agreed response. Then, for item 30, "I feel overwhelmed by the number of rules I have to learn to speak a foreign language," the students also tended to show agreement. Seven students had a strongly agreed response, and twenty-four had an agreed response. Lastly, ten students strongly agreed with the response, and twenty students agreed with the response to item 32, "I would probably feel comfortable around native speakers of the foreign language. "

Furthermore, the results from the interview found that the EFL undergraduate students also showed anxiety in EFL classrooms. Thus, some students experience anxiety and do not accept the lecturer's lessons.

"Speaking in front of class sometimes makes me feel anxious to make a mistake whether in pronunciation, utterance, etc." (S2)
"I felt difficult to accept the lesson in the classroom because I have difficulty understanding the instruction. I also often felt difficult to concentrate during the class running". (S1)

As presented statements, it can be concluded that undergraduate students feel anxious about making mistakes during EFL classrooms' teaching and learning process. Moreover, they also find it challenging to catch the material given during the class.

EFL classroom anxiety: test anxiety

The result of students' anxiety in the subdimension of test anxiety, based on the FLCAS, is presented below:

Table 6. Test Anxiety

ITEMS	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
3 I tremble when I know I will be called on in language class.	16	26	22	35	20	32	4	6	0	0

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5	It would not bother me at all to take more foreign language classes.	12	19	27	44	14	23	8	13	1	2
6	During language class, I think about things that have nothing to do with the course.	7	11	21	34	18	29	16	26	0	0
8	I am usually at ease during tests in my language class.	7	11	14	23	31	50	8	13	2	3
10	I worry about the consequences of failing my foreign language class.	12	19	27	44	7	11	12	19	4	6
11	I do not understand why some people get upset over foreign language classes.	5	8	24	39	21	34	12	19	0	0
12	I can get so nervous in a language class that I forget things I know.	18	29	29	47	7	11	7	11	1	2
16	Even if I am well prepared for language class, I feel anxious.	10	16	25	40	17	27	10	16	0	0
17	I often feel like not going to my language class.	8	13	8	13	17	27	22	36	7	11
20	I can feel my heart pounding when I am called on in language class.	12	19	27	44	16	26	7	11	0	0
21	The more I study for a language test, the more confused I get.	6	10	14	23	20	32	18	29	4	6
22	I do not feel pressure to prepare very well for language class.	8	13	13	21	32	52	8	13	0	0
25	Language class moves so quickly that I worry about getting left behind.	12	19	30	48	12	19	8	13	0	0
26	I feel more tense and nervous in my language class than in my other classes.	8	13	24	39	15	24	14	23	1	2
28	When I am on my way to language class, I feel very sure and relaxed.	7	11	23	37	24	39	7	11	1	2

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Based on the data in the table above, the researchers found that most students also agreed with the proposed items. Among the fifteen items proposed, the students agreed to the thirteen items, and two disagreed. To item 3, "I tremble when I know that I am going to be called on in language class," sixteen students had a strongly agreed response, and twenty-two had an agreed response. Then, twelve students strongly agreed with the response, and twenty-seven agreed with the response to item 5, "It would not bother me at all to take more foreign language classes." Moreover, for item six, "During language class, I find myself thinking about things that have nothing to do with the course," seven students had a strongly agreed response, and twenty-one students had an agreed response. In addition to item 8, "I am usually at ease during tests in my language class," thirty-one students responded neutrally.

Furthermore, twelve students strongly agreed with the response, and twenty-seven agreed with item 10, "I worry about the consequences of failing my foreign language class." To item 11, "I do not understand why some people get so upset over foreign language classes," five students had a strongly agreed response, and twenty-four had an agreed response. Besides item 12, "In language class, I can get so nervous if I forget things I know," eighteen students strongly agreed with the response, and twenty-nine agreed. Then, ten students strongly agreed with the response, and twenty-five students agreed with item 16: "Even if I am well prepared for a language class, I feel anxious about it." However, to item 17, "I often feel like not going to my language class," twenty-two students disagreed, and seven strongly disagreed.

Meanwhile, twelve students strongly agreed with the response, and twenty-seven students agreed with the response to item 20: "I can feel my heart pounding when I am going to be called on in language class." Then, to item 21, "The more I study for a language test, the more confused I get, " eighteen students disagreed with the response, and four strongly disagreed. While thirty-two students responded neutrally to item 22, "I do not feel pressure to prepare very well for language class." Furthermore, twelve students had strongly agreed response, and thirty students had agreed response to item 25, "Language class moves so quickly I worry about getting left behind." The same thing also happened to item 26: "I feel more tense and nervous in my language class than in my other classes." Eight students had a

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strongly agreed response, and twenty-four had an agreed response. Then, seven students strongly agreed with the response, and twenty-three agreed with item 28: "When I am on my way to language class, I feel very sure and relaxed."

The data presented above shows that most undergraduate students experienced anxiety when following tests in EFL classrooms. It can be seen through the following statements:

"I feel not confident when it turns to oral and written test or complicated language stuff like grammar." (S2)

"Since crying is not allowed during tests, I choose to scream internally to escape nervousness." (S3)

The statements above showed that the undergraduate students perceived anxiety in the test, especially during oral and written tests. Besides, Student 3 stated that he tried to hide his anxiety by screaming inside.

EFL classroom anxiety: fear of negative evaluation

The result of students' anxiety in the subdimension of Fear of Negative Evaluation presented based on the FLCAS below:

Table 7. Fear of negative evaluation

ITEMS	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
2 I do not worry about making mistakes in language class.	7	11	19	31	15	24	19	31	2	3
7 I keep thinking that the other students are better at languages than I am.	10	16	27	44	19	31	6	10	0	0
13 It embarrasses me to volunteer answers in my language class.	2	3	28	45	19	31	10	16	3	5
19 I am afraid that my language teacher is ready to correct every mistake I make.	8	13	29	47	14	23	17	27	4	6
23 I always feel that the other students speak a foreign language better than I do.	18	29	25	40	11	18	8	13	0	0
31 I would probably feel	0	0	14	23	12	19	26	42	10	16

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	comfortable around native speakers of the foreign language.										
33	I get nervous when the language teacher asks questions that I have not prepared in advance.	14	23	28	45	14	23	5	8	1	2

The table above shows that the majority of the students showed agreement with the items above. Seven students strongly agreed with the response, and nineteen students agreed with the response to item 2, "I do not worry about making mistakes in language class." Then, to item 7, "I keep thinking that the other students are better at languages than I am," ten students had a strongly agreed response, and twenty-seven students had an agreed response. Furthermore, two students had a strongly agreed response, and twenty-eight students agreed to respond to item 13, "It embarrasses me to volunteer answers in my language class." In addition, eight students strongly agreed with the response, and twenty-nine agreed with item 19: "I am afraid that my language teacher is ready to correct every mistake I make." To item 23, "I always feel that the other students speak the foreign language better than I do," eighteen students had a strongly agreed response, and twenty-five students had an agreed response. Moreover, ten students strongly disagreed with the response, and twenty-six students disagreed with the response to item 31, "I would probably feel comfortable around native speakers of the foreign language." Lastly, fourteen students had strongly agreed response, and twenty-eight students had agreed response to item 33: "I get nervous when the language teacher asks questions which I have not prepared in advance."

The data above implied that most undergraduate students are afraid of making mistakes and thinking that other students are better than them in EFL classrooms. The students also feel afraid of getting feedback from the lecturer. It is revealed in the following statements:

"I feel that most of my classmates are smarter than me, which makes me not confident to share ideas in the classroom." (S2)

"I worry if the lecturer gives feedback for my assignments because I doubt whether it is correct or not. I am also afraid if the result does not meet the expectation of my lecturer". (S1)

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Based on the statements above, it is concluded that Student 2 felt confident in demonstrating ideas in the EFL classroom. Moreover, Student 1 mentioned that he worried when the lecturer commented on his work because he felt that his work did not meet the lecturer's expectations. It implied that the students feared negative evaluation in EFL classrooms.

Discussion

This study aims to determine the students' EFL classroom anxiety in undergraduate programs. In order to explain the undergraduate students' anxiety, the researchers used three subdimensions: communication apprehensions, test anxiety, and fear of negative evaluation. These three main subdimensions of FLA were previously examined by Horwitz et al. (1986), which affects their learning. The average of these three aspects is 114, categorized as anxious. In detail, 21% of students are categorized as very anxious, and 41% as anxious.

Furthermore, 35% of students are categorized as mildly anxious, and 3% as relaxed. At last, none of the students are categorized as very relaxed. Abdurahman and Rizqi (2021) found that highly anxious students have strategies to reduce their anxiety. In addition to relaxation strategies, students use positive thinking strategies to reduce anxiety during the class. (Sulastrri Ratnawati, 2018) identified higher anxiety as one of the leading causes of FLA. At the level of anxiety, students show various physical symptoms, such as cold hands, sweat, and a feeling of heavy brain.

Besides, the questionnaire result is also strengthened by the interview data which mentioned that students feel anxious in making mistakes during teaching and learning in EFL classrooms. Moreover, they also feel it is difficult to catch the material given during the class because it is difficult to concentrate and understand the instructions. Rivers (2011), in Inada's study (2021), stated that if lecturers continue to implement the target language approach for materials, the students will not be able to understand the material. In addition, the students also perceived anxiety in the test, especially during oral and written tests. The reason is that the students are not confident with their speaking skills and linguistics knowledge. Furthermore, the students feel not confident to demonstrate ideas in EFL classrooms. It is because the students assume that their classmates are better than them.

Moreover, some are also worried when the lecturer gives feedback because they feel

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the assignments do not meet the lecturer's expectations. The students' anxiety levels will increase as they consider the classes to exceed their abilities (Inada, 2021). Anxiety occurs when students cannot manage their worries (Sulastri & Ratnawati, 2018). According to Alsalooli & Al-Tale' (2022), most students typically had a moderate level of FLA as the impact of communication apprehensions and fears related to negative feedback and language tests. In conclusion, the undergraduate students experienced anxiety in EFL classrooms and reflected their anxiety during the lecturing.

CONCLUSION, LIMITATION, AND IMPLICATION

Conclusion

The data obtained from the Questionnaire and interview revealed that the average score of the Questionnaire, which consists of three subdimensions, was 114. It categorized the undergraduate students as anxious level. Another result from the interview showed that the students experienced some symptoms and phenomena based on the three subdimensions, which indicated that they have anxiety in EFL classrooms.

Limitation

The limitation of this study was addressed in the data collection method, in which the researchers only took three students to be the participants in the interview. Consequently, the interview results cannot be generalized to all undergraduate students.

Implication

This study implies that undergraduate students experienced anxiety in EFL classrooms. The researchers hope this study can be a reference for practitioners, teachers or lecturers, stakeholders, and parties to find methods and strategies to reduce students' anxiety in EFL classrooms. As an implication for further researchers, the age and officary factors would be recommended to investigate at different levels among university or students at different university years.

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