Classroom Management for Tertiary Level Students to Minimize Their Anxiety in English Language Learning

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Abstract. *This study was focused on investigating students' anxiety level when learning English especially when implementing grammar into writing. This study also aims to analyze the factors that influence anxiety in students when implementing English grammar, especially tenses, into their writing and how they manage their anxiety. The method used in this research is mixed method with Explanatory Sequential Mixed method approach which requires two phases of data collection, namely quantitative data and qualitative data. The instrument used in this research is a 4-Point Likert Scale questionnaire which contains 33 statement items divided into 3 subscales (Grammar Learning, Learners' Beliefs, and Grammar Learning Experience) and interview. The subject of this study was 50 students majoring in English Education. The result showed that students' grammar anxiety level on grammar learning subscale indicated low (64%), on learners' beliefs subscale indicated high (82.13%), and on grammar learning experience indicated high (77%). The influencing factors include internal factors such as fear of negative evaluation, fear of mistakes, lack of knowledge about grammar, lack of preparation. The external factors are less fun class situation, students' previous study about grammar, classmates. The strategies that the students used to manage their anxiety was by incidental and intentional grammar learning and using AI grammar checker such as Grammarly.*
Keywords: Foreign Language Anxiety (FLA), English, Grammar

Abstrak. *Penelitian ini dilakukan dengan tujuan untuk menginvestigasi level anxiety mahasiswa ketika mengimplementasikan English grammar ke dalam writing terutama academic writing. Penelitian ini juga bertujuan untuk menganalisis faktor-faktor yang mempengaruhi anxiety pada mahasiswa ketika mengimplementasikan english grammar terutama tenses ke dalam their writing dan cara mereka mengatasi anxiety tersebut. metode yang digunakan dalam penelitian ini yaitu mixed method dengan pendekatan Explanatory Sequential Mixed method yang memerlukan dua fase pengumpulan data, yakni data kuantitatif dan data kualitatif. Instrument yang digunakan pada penelitian ini berupa 4-Point Likert Scale questionnaire yang berisi 33 butir pernyataan terbagi ke dalam 3 subscale (Grammar Learning, Learners' Beliefs, dan Grammar Learning Experience) dan interview. Subjek penelitian ini terdiri atas 50 siswa di jurusan Pendidikan Bahasa Inggris. Hasil menunjukkan bahwa level grammar anxiety siswa pada grammar learning subscale terindikasi rendah (64%), pada learners' beliefs subscale terindikasi tinggi (82.13%), dan pada grammar learning experience terindikasi tinggi (77%). Faktor-faktor yang mempengaruhinya diantaranya faktor internal berupa ketakutan akan evaluasi yang buruk, ketakutan akan kesalahan, kurangnya pengetahuan terhadap grammar, kurangnya persiapan. Faktor eksternal berupa situasi kelas yang kurang menyenangkan, pengalaman siswa terhadap pembelajaran grammar, dan teman sekelas. Strategi yang digunakan para siswa untuk mengatasi kecemasan mereka adalah dengan belajar tata bahasa secara insidental dan disengaja, serta menggunakan pemeriksa tata bahasa AI seperti Grammarly.*
Kata Kunci: Foreign Language Anxiety (FLA), Bahasa Inggris, Tata Bahasa

INTRODUCTION

Language plays a vital role in education and learning. It helps people share knowledge and learn with one another informally. Language can be spoken, written, or signed, such as American Sign Language (ASL). People from different countries speak different languages, which facilitates social interaction such as collaboration, building connections, negotiating, and conveying sympathy and support. In Indonesia, "Bahasa Indonesia" serves as the official language, bringing its diverse population together. It doesn't mean, though, that Indonesians don't study other languages, like English. English is not taught as a second language in Indonesian schools; rather, it is a foreign language that every student must master. Indonesian students are still facing difficulties when they learn English. one of the reasons are because in learning English, students must master the four skills namely speaking, writing, listening, and reading. Moreover, they are also expected to master all the English components such as vocabulary, grammar, and pronunciation.

Every language definitely has a unique grammar with different structures. Grammar is a structure, set of rules, and a guide for learning a language in linguistic studies. According to (Helmiati et al., 2019) stated that in the study of a language, grammar is defined as patterns, forms, and rules that determine how sentences are arranged. Grammar is important for arranging sentences in a written setting especially for formal writing. Learners must not only acquire English grammar, but also learn how to apply what they have learned about grammatical notions in written language. In academic writing, lexical accuracy and grammar are the two most important elements. Grammar helps writers to communicate their ideas clearly because grammar rules specify how sentences should be put together. Grammar helps students in expressing themselves clearly in the written form and modify language for specific audiences or purposes.

During the implementation of grammar in writing, there are several challenges faced by non-native speaker students. The different structure of their native language grammar and English grammar makes students have difficulties when implementing it into writing. In addition, the different contexts in formal and informal writing also require different grammar rules. mistakes in determining language structures can cause misunderstanding, ambiguity, and also have an effect on cohesion and coherence between

sentences and paragraphs. According to Mohammed (2018) when students use the wrong structure, the language becomes ambiguous and has an inappropriate transfer effect.

The grammar rules of English are complex. For example, in order to write properly, a person must master a number of principles related to using English grammar. The complexity of grammar makes it difficult for learners to use and produce the appropriate grammatical tenses and phrases. As is well known, poorly written words convey the incorrect meaning to the people who are meant to read them (Mohammed, 2018). Learners are unable to apply English grammar correctly due to its complexity. As a result, students frequently experience worry, a fear of making mistakes, and uneasiness when trying to get better at writing. For learners, psychological problems like Foreign Language Anxiety (FLA) stand in the way of accomplishing their language learning objectives. FLA (Foreign Language Anxiety) is a term used to describe anxiety related to learning or using a language that is not one's mother tongue. It is defined as a feeling of worry and unpleasant, fear-related feelings associated with learning a language (Abdurahman & Rizqi, 2020).

Anxiety related to language has an impact on how well learners acquire language skills. Writing is widely used as a standard to evaluate the progress of language learners. In fact, students frequently encountered challenges as they worked to enhance their writing skills by implementing suitable grammar within the context of their writing. It is associated with the attitude of the students, for example, their doubts toward the grammar they use in their writing. It has an impact on learners' performance, which puts up a barrier to improve language acquisition.

Based on that problem, this study aims to determine how the students' anxiety level about grammar implementation in writing and how influential of that anxiety faced by the students when using grammar in writing classes. The purpose of this study is also to determine the factors that impact the students' anxiety about using grammar in writing and how those anxiety affect the quality of their work and the strategies they used to manage those anxiety. This study's limitation is the limited focus on anxiety related to learning a foreign language, particularly in the grammatical area. It also focuses on the prevalence of anxiety is among university students in English Education Department.

LITERATURE REVIEW

English Grammar

There are many various definitions of English grammar. According to Fitria (2023), grammar defined as the rules which control how sounds, words, and sentences are combined in a language. This definition of grammar similar with Mathew (2023) who stated that English grammar is structures and the rules which can control the efficiency of written and spoken communication in English. In the study of English grammar, there are kinds of topics such as the elements of speech, tenses, subject-verb agreement, punctuation, and sentence structures. Grammar is important in every language and must be mastered by language learners to arrange correct sentences in context. In the academic area, especially at English major, English grammar is a compulsory course that must be passed by the students. This is due to the fact that academic writing courses require the accurate and proper use of English grammar to help students from errors that would cause their writing sounds strange and inappropriate for the intended academic setting.

Foreign Language Anxiety (FLA)

According to Xi (2020), Anxiety is defined by tension, fear, concern, and uneasiness. Another definition of anxiety is the condition of being tense, worried, anxious, and disturbing thoughts. Moreover, anxiety which experienced when learning foreign language called as foreign language anxiety. The anxiety experienced when learning a foreign language is called foreign language anxiety. According to Liu (2023), Foreign Language Anxiety (FLA) is described as the experience of a doubting and negative emotional state that arises when learning a foreign language. The definition of Foreign Language Anxiety (FLA) also stated by Yan & Liang (2022) as a crucial affective component in language acquisition for students. The term "foreign language anxiety" describes the uneasiness, concern, or apprehension individuals experienced when they are learning or using a second or foreign language.

Grammar Anxiety

Based on Salmiah & Fitriyani (2022), the term "grammar anxiety" refers to the unease and concern that college students feel when learning English grammar. Another study was conducted by Çelikpazu & Taşdemir (2022) which discusses the grammar anxiety scale states that Learning experiences with grammar can also lead to anxiety related to grammar. Çelikpazu & Taşdemir (2022, p. 358) based on their study also stated

that the levels of grammar anxiety are divided into three categories, namely low level of anxiety, moderate level of anxiety, and high level of anxiety. The major factors influencing students' level of anxiety are lack of knowledge about grammar, lack of confidence when learning English grammar, lack of motivation and lack of vocabulary (Salmiah & Fitriyani, 2022). According to Rondonuwu (2021), some strategies used by students to cope with their anxiety namely teacher encouragement, teacher correct students' mistakes indirectly, playing games, and communicative English classroom.

Writing

Based on Iksan et al. (2023) which stated that Writing is another way to communicate ideas, emotions, and experiences. Similar to study by Royani & Sadiah (2019), writing is a skill in English that involves putting thoughts into words, phrases, and paragraphs using appropriate grammar. According to Prasetyaningrum et al. (2021), grammar anxiety in writing is cause by the linguistics difficulties. Learners of English as a second language usually encounter a linguistic barrier when structuring a written communication. Because they struggle to put their ideas into suitable phrases and sentences that need to be arranged in accordance with grammar standards, it eventually makes them nervous to generate a work.

RESEARCH METHODS

This research uses mixed method with Explanatory Sequential Mixed method as the approach. In collecting data, the researcher needed two phases, namely the quantitative data collection and the qualitative data collection. The subject of this study was 50 students majoring in English Education. There were two instruments used in this study. First, the researcher adapted a questionnaire by Çelikpazu & Taşdemir (2022) which was a 4-Point Likert scale questionnaire consisted of 33 items of statement divided into three subscale (grammar learning, learners' beliefs, and grammar learning experienced) to gather the quantitative data. Second, the researcher organized an interview between six selected participants to gather the qualitative data. The researcher analyzed the data in the form of percentage and average formula to measure the students' level of anxiety. Moreover, the qualitative data was analyzed by observing, segmenting, describing and representing.

FINDINGS AND DISCUSSION

Students' Grammar Anxiety Level

In this part of the findings, the researcher presented the data from the questionnaires that had been distributed to the participants of 50 students. The students were given 33 items of questionnaire statements divided into 3 subscales, including grammar learning, learners' beliefs, and grammar learning experiences. The data collected within a month including questionnaire distribution and interview. This study took place at Maulana Malik Ibrahim State Islamic University Malang. The following data explained each subscale in the questionnaire. The following data also showed the students' grammar anxiety level towards English grammar implementation in writing course.

Table 1 Students' Grammar Anxiety Level

Subscale	Maximum Score	Percentage	Category
Grammar Learning	56	64%	Low Anxiety
Learners' Beliefs	40	82.13%	High Anxiety
Grammar Learning Experience	36	77%	High Anxiety

Grammar Learning Subscale

In the grammar learning subscale, there are 14 items of statements in the Grammar Anxiety Scale with maximum total points obtained of 56. After the researcher analyzed the data obtained, the researcher found that the lowest score was 17 points (Student 35), the highest score was 56 (Student 9, 23, 40). Moreover, there were only 5 out of 50 students who had the lowest score point below half of the maximum points. The researcher also analyzed the students' anxiety level by summing up the overall percentage in grammar learning subscale. It can be found that the level of students' anxiety while implementing English grammar in writing was on 64% and categorized as low level of anxiety. Based on the result of the questionnaire, 73.5% out of 100% students were enjoyed learning grammar especially tenses. Although there are many rules in grammar, the students found it easy for to learn and useful for their writing (81% out of 100). Meanwhile, 78% out of 100% were curious to learn more about grammar.

Learner's Beliefs Subscale

In the learners' beliefs subscale, there are 10 items of statements in the Grammar Anxiety Scale with maximum total points obtained of 40. After the researcher analyzed the data obtained, the researcher found that the lowest score was 12 points (Student 28&29), the highest score was 40 (Student 40&35). Moreover, there were only 8 out of 50 students who had the lowest score point below half of the maximum points. The researcher also analyzed the students' anxiety level by summing up the overall percentage in grammar learning subscale. It can be found that the level of students' anxiety while implementing English grammar in writing was on 82.13% and categorized as high level of anxiety. Based on the result of the questionnaire, 70% out of 100% students were enjoyed afraid if they did not succeed in implementing English grammar in writing. they also faced difficulty when they implemented grammar especially tenses in their writing (70% out of 100). Meanwhile, 67.5% out of 100% students were concerned that their previous study about tenses is not insufficient for them to implement in writing.

Grammar Learning Experience Subscale

In the learners' beliefs subscale, there are 9 items of statements in the Grammar Anxiety Scale with maximum total points obtained of 36. After the researcher analyzed the data obtained, the researcher found that the lowest score was 9 points (Student 9&37), the highest score was 36 (Student 35&40). Moreover, there were only 18 out of 50 students who had the lowest score point below half of the maximum points. The researcher also analyzed the students' anxiety level by summing up the overall percentage in grammar learning subscale. It can be found that the level of students' anxiety while implementing English grammar in writing was on 77% and categorized as high level of anxiety. Based on the result of the questionnaire, 58.5% out of 100% students experienced nervousness during grammar lesson. They also faced difficulties in translating tenses rules (62% out of 100). Meanwhile, 63.5% out of 100% students had a prejudice or dislike against grammar especially tenses due to limited knowledge of tenses itself.

Factors Influencing Level of Anxiety

After the researcher analyzed the qualitative data which obtained through interview with six selected participants, the researcher found that there are two kinds of factors influencing level of students' anxiety while implementing grammar in writing, namely internal factors and external factors. Internal factors come from the students themselves, while external factors come from the environment where the students learned grammar.

The internal factors influencing level of students' grammar anxiety is fear of negative evaluation. According to Fatmawati et al. (2020) the students were fear they would make any mistakes when using English. They also worried being negatively judge or evaluate by the teacher and classmates. This finding is related to the second factor which was the students were fear of making mistakes when they implement English grammar in writing. Study by Hu & Wang (2014) explained that anxiety has negative influence on the students' self-esteem and communication skills. This makes the students feel unconfident and afraid of the foreign language classroom because they are afraid of making mistakes. The students experienced anxiety because they were afraid of making mistakes which could lead them to the negative evaluation by the lecturer.

The next internal factor is lack of knowledge about grammar especially in tenses. There are 16 tenses that must be mastered by English learners. Those 16 tenses have different and complex formulas which is a challenge for students when memorizing it. According to (Salmiah & Fitriyani, 2022), In learning English grammar, there are many formulas that need to be memorized which are not found in Indonesian. This statement is also in line with Inada (2021) who stated that basic-level students require more effort since they may experience anxiety and low confidence when they feel they are unable to communicate. The last internal factor is lack of preparation. Based on Fatmawati et al. (2020), a factor in students' diffidence was also the lack of preparation. Students become very anxious when they are not well-prepared during language learning. The students who too much worry feels guilty about not learning as much.

Not only the internal factors, the external factors are also influencing on level of students' grammar anxiety. Less fun class situation become is the external factor influencing level of students' anxiety. This finding is supported by Inada (2021) who showed that in order to support the students' learning, teachers must create an environment that is non-threatening or friendly to the students' well-being such as using scaffolding strategies. It is clear that a lecturer's methods and approaches to teaching have an impact on how anxious students are. Next is about the students' previous study about grammar. the different level of grammar when they learned at high school level and at university level was different. This reason causes students experienced anxiety because they worried that they would not pass the grammar courses. Anggraeny et al. (2020) stated when the students could not understand the material being taught in classroom, they were

felt anxious. This is due to the fact that inability to understand the lesson will have an impact on students' performance on test or assignment.

The last external factor is related to classmates. According to Sabri et al. (2021), the student were uneasy about being evaluated by their classmates. This finding is also supported by Nawas (2020) who explained that in comparison to peer evaluations, the students in this study place a greater emphasis on self-evaluation. This might be caused by different setting and place from the current study.

Students' Management in Overcoming Grammar Anxiety

After conducting an interview with six selected participants, the researcher found there are four strategies that the students' used in overcoming the anxiety they experienced. Those are reading English books, practicing by implementing the grammar that has been learned, and using the AI tool such as Grammarly. Reading English books is one way of learning that students use to enrich their grammar comprehension. This finding is in line with Nguyen (2024) who explained that students can learn new grammatical by just reading English text book. This method is also called incidental method where students indirectly learn grammar by reading English books.

The next strategy used to overcome grammar anxiety was by doing intentional learning. The intentional learning is done by reading grammar explanation book and practicing to arrange grammar that have been learned. This finding is in line with Emam et al. (2020) The intentional and integrated sessions assisted students in identifying word formation patterns and diverse word lexical forms. The last strategy used to overcome students' anxiety while implementing grammar in writing is by using AI grammar checker technology such as Grammarly. Grammarly technology helps students to minimize grammatical errors when they implement it in writing. According to Ananda et al. (2021), Grammarly is a great tool for students to learn grammar. It provides some grammar explanation and suggestion which also help students to improve their grammar comprehension.

CONCLUSIONS AND SUGGESTIONS

Based on what have been stated before, It can be concluded that the students' anxiety on grammar learning was on 64% and it can be categorized as low level of anxiety. In learners' beliefs subscale, it was found that the students' anxiety level was on 82.13% which categorized as high level of anxiety. In the last subscale which was about

the students' grammar learning experience, the researcher found that the students' anxiety level was on 77% and categorized as high. The factors influencing students in English grammar implementation are fear of negative evaluation, fear of mistake, lack knowledge about grammar, lack of preparation, less fun class situation, students' previous study about grammar, and friends. The ways that student used to manage their anxiety when implementing English grammar in writing are incidentally grammar learning by reading English text book, intentionally grammar learning by practicing and reading grammar books, and the last one is using AI grammar checker such as Grammarly to minimize the errors while implementing English grammar in writing.

The educators are suggested to make a fun grammar learning in the classroom, give students a lot of writing practices while learning grammar can also help students have more deeper understanding in choosing appropriate grammar for their sentences or paragraphs. The researcher suggests deepening the study about English grammar anxiety with adding students' strategies to overcome it. Furthermore, future researchers can also develop a comparative study about students' English grammar anxiety experienced by English majored students and non-English majored students.

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