



Anxiety Found in a Classroom with EMI Settings in Economics Education Department International Class at Universitas Negeri Padang

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Abstract

Anxieties in a classroom could come from different part, such as speaking, their ability to express opinion, material comprehension, understanding instructions from the teacher and also reading and writing comprehension. This research is intended to search and analyze the anxieties that the students have while in the EMI classroom in Economy Education Department International Class Universitas Negeri Padang. The instrument used for this research is a questionnaire given to the students. The outcome for the questionnaire given to the students will be divided into four categories: “Very Low” “Low” “Medium” “High”, calculated using the Likert Scale assessment method, and categorized using the Mean that have been calculated. The instrument used in this research is the Foreign Language Classroom Anxiety Scale or FLCAS, but with the use of different questions. The outcome shows several anxieties that the students had, such as being intimidated by other students with the mean of 3 which is in the category of low where 10 students or 76.9% of the class disagreed to questions, and also several anxieties outcome.

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A. INTRODUCTION

English has always played a major role in higher education institutions (HEIs) and holds a position as a second language or a foreign language. In Indonesia, English is taught from an early age, and its role in academia has been growing, particularly with the adoption of English as a Medium of Instruction (EMI). When English taken the role of global lingua franca, means that English is used or adopted as a language for the non-English native speakers where they mother language is different (Seidlhofer, 2013). English has taken in a lot of aspects, such as business,

media, economy, and also teaching and learning, hence English-medium instruction (EMI) is quickly becoming mainstream. In educational settings, the medium of teaching is crucial to take into account (Wolff, 2006). This study focuses on the challenges faced by students and teachers in an EMI setting, specifically within the Economy Education International Class at Universitas Negeri Padang.

With the advancement of the 4.0 Industrial Revolution in 2011, marked by information transfer, automation, and innovation, English teachers must enhance their professionalism and pedagogical competencies. This is essential to stay current with ongoing developments. The former requires the skills or experience of the four aspects of English language as well as the competency of the four English language skills. As evidenced by the increasing number of papers, journals, and conferences held in English, English continues to be widely used in academia, research, and on the internet (Mauranen, Hynninen, & Ranta, 2010).

English as a Medium of Instruction (EMI) is increasingly used in non-English speaking countries, including Indonesia, to improve students' English proficiency and global competitiveness. EMI allows access to international academic content but presents challenges, such as students struggling to learn both the subject matter and English simultaneously, and lecturers facing difficulties in explaining complex concepts in a non-native language. Despite these challenges, EMI is valuable for preparing students for global communication and collaboration, though its success depends on strong support systems for both students and educators. Despite the benefits of EMI in enhancing English proficiency and global competitiveness, both students and lecturers encounter various difficulties due to linguistic barriers and the complexity of the subject matter.

In 2005, the Indonesian government launched the “Rintisan Sekolah Bertaraf Internasional (RSBI)” program, following Undang Undang No.20 from 2003, to improve competitiveness and enhance human resources quality. This initiative focused on certain schools offering international learning support, emphasizing English proficiency for students (Ernawati et al.,2021). An international reputation is something that many Indonesian universities aim to achieve, by designating English as the Medium of Instruction (EMI) through its four-year voluntary EMI programs while learning in classes, and in many different universities (Simbolon, 2018). Universitas Negeri Padang is one of the university that implemented the international class programs in 2017, which purpose are to produce and improve the quality of the picked majors at Universitas Negeri Padang and to aim as a superior university in South East Asia (Ganefri, 2019).

B. METHOD

A research design is both a method framework and a research methodology that researchers use to conduct a research. Designs allows the researchers to maximize study methodologies that area relevant to the issues at hand, which could result in successful research. Hence, descriptive research design is used for this study. The reason as to why this type of research design is used is because this study focuses on describing what type of anxieties that the students of Economy Education International Class of UNP 2022 have had, since they have been learning Economics using English from the start.

Quantitative descriptive research is a method which involves collecting and analyzing numerical data that have been gathered to describe characteristics, the patterns or phenomenon that occurred within the population of a research. This type of research usually conducted to answer questions such as how much, how often, or to what extent something happens. The method which uses statistical analysis to deduce conclusions and generalizations of the collected data. Quantitative descriptive research usually uses instruments such as surveys, questionnaires, and also existing data sources which to find out information from a lot of respondents.

According to Supriyadi E in 2014, the quantitative method is also known as the positivistic methods, since it corresponds to the concepts of positivity. Not only that, the quantitative method is sometimes called as the scientific method, because it satisfied some principals, for example empiricist, measurable, objective, systematic and also rational. Thus, this research method also gives statistical numbers and also results in terms of data. Hence why this method can be applied to this study’s data processing. According to another author Creswell and Creswell (2018), quantitative data commonly involve closed-ended responses, as seen in surveys or psychological instruments, whereas qualitative data comes from open-ended questions without predetermined answers.

C. RESULT AND DISCUSSION

Finding, Analysis, and Discussion

The findings from the questionnaire indicate that students experience a range of anxieties in an EMI setting, particularly in speaking and comprehension. A significant portion of students reported feeling uncertain about their use of English, especially in terms of grammar and pronunciation. Additionally, students struggled with understanding English-language materials and felt less confident in expressing their ideas clearly.

Finding 1: Students’ Questionnaire

A. Communication Apprehension

Communication Anxiety Data								
Number	Questions (+/-)		Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Mean
1	Q1 (Negative)	#	0	5	7	1	35	2.69
		%	0%	38.5%	53.8%	7.7%		
2	Q2 (Negative)	#	0	4	8	1	36	2.77
		%	0%	30.8%	61.5%	7.7%		
3	Q3 (Negative)	#	0	7	6	0	32	2.46
		%	0%	53.8%	46.2%	0%		
4	Q4 (Negative)	#	0	3	7	3	39	3
		%	0%	23.1%	53.8%	23.1%		
5	Q5 (Negative)	#	2	6	5	0	29	2.23
		%	15.4%	46.2%	38.5	0%		
6	Q10 (Negative)	#	1	7	5	0	30	2.30
		%	7.7%	53.8%	38.5	0%		
7	Q15 (Negative)	#	0	5	6	2	36	2.77
		%	0%	38.5%	46.2%	15.4%		

Figure 1 Communication Anxiety Data

Questions that are aligned with the communication apprehension are as follows:

1. Question 1: I doubt my understanding of economic concepts taught in English.

2. Question 2: I frequently second-guess myself when answering questions in English.
3. Question 3: I often feel uncertain about whether I am using English correctly when I am inside the classroom.
4. Question 4: I sometimes feel intimidated by the language proficiency of other students.
5. Question 5: I am often unsure if I am pronouncing English words correctly during class.
6. Question 10: I am afraid to make grammar mistake whenever I am using English in the classroom.
7. Question 15: I feel intimidated to ask something in English inside the classroom.

There are 7 questions that fall into the category of communication apprehension, with different results or outcome. There is only 1 question which outcome or mean of the question that is in the category of low anxiety, which is *question 4*, where there are only 3 students or 23.1% of the classroom who feel intimidated by other students' English proficiency. The lowest outcome in term of the mean per the question fall to *question 5* and *question 10*, where 61.6% of the students being unsure of their correct pronunciation of English during the class and 8 students for *question 10* agreed that they are afraid to make grammar mistakes whenever they are using English in the classroom. *Question's 3* outcome is almost the same as the two questions before, where it is in the range of medium level of anxiety. 7 students or exactly 53.8% of the classroom often felt uncertain about whether they are using English the correct way when inside the classroom.

Question 1 have 5 students who doubted their understanding of economic concepts that were taught in English. However, the other 8 students or 61.5% of the class did not agree to it, making the mean of the class on *question 1* 2.69 or in the category of medium anxiety. Question 2's outcome is not that far off with the mean of 2.77 making it in the category of medium level of anxiety. With 4 people or 30.8% of the class second guessed themselves whenever they are answering questions in English. Question 15 also has the same mean with 2.77, but the difference is that there are 5 students whom are intimidated by other students English proficiency.

B. Listening Comprehension

Listening Anxiety Data								
Number	Questions (+/-)		Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Mean
1	Q6 (Negative)	#	0	7	5	1	33	2.54
		%	0%	53.8%	38.5%	7.7%		
2	Q9 (Negative)	#	0	1	10	2	40	3.07
		%	0%	7.7%	76.9%	15.4%		
3	Q12 (Negative)	#	0	8	5	0	31	2.38
		%	0%	61.5%	38.5%	0%		
4	Q13 (Negative)	#	0	8	5	0	31	2.38
		%	0%	61.5%	38.5%	0%		

Figure 2 Listening Anxiety Data

Questions that fall into the listening apprehension are as follows:

1. Question 6: I often find it challenging to understand lectures delivered in English.
2. Question 9: I find instructions given by the teacher quite hard to understand.

3. Question 12: The pace at which my teacher delivers lectures in English makes it difficult for me to follow.
4. Question 13: My teacher’s use of complex language or advance vocabulary in English lecture hinders me.

Let’s take a look at the 4 questions that are in the category of listening comprehension, where 2 questions fell into the medium level of anxiety, with question 12 and question 13 have the same outcome. 8 out of the 13 students inside the classroom or 61.5% of the class are saying that the teachers’ pace of delivering lectures in English made it hard or difficult for them to follow it. There are several additions to this when it comes to the pace of the lectures, it could be because the lack of pauses and also recaps of the lecturers, where they just continue on and on and on without pausing to ask the students if they are okay with the content or materials that they have just explained. Another thing that could be the cause of this is that their language proficiency is not fully developed, which might make them struggle in term of processing information quickly. The students who had this anxiety are student 2, 4, 5, 8, 10, 11, 12 and 13, which with a little bit of help from their friends or lecturers, it would really benefit them greatly.

The outcome for question 13 is the same as question 12, where there are 8 students or 61.5% of the class whom are hindered because of the complex language or advanced vocabulary that their teachers use. There are several students whom answers question 13 the same as question 12, such as student 2, 4, 5, 10, 11 and 15. The reason that they are hindered by the complex language could also overlap with how fast the teachers are explaining, and could also be no pauses to check on to the students. Question 6 on the other hand almost fell into the category of medium anxiety if not because of 1 student or student 6 who strongly disagreed where they do not find it challenging to understand lectures delivered in English. This could mean that this one student is very adept listening to the lectures in English, that they rarely find any trouble in doing so. On the other hand, there are still 7 other students who found out that it is quite challenging to do so. The students who agreed to it are student 4, 5, 7, 8, 10, 11 and 12.

As for question 9, with mean of 3.07, it is in the category of low-level anxiety, where 12 out of the 13 students or 92.3% of the total classroom all disagreed that the instructions given by the teachers/lecturers hard to understand. However, there is still 1 more student who disagreed to it, which mean that it is quite hard for them to understand instructions given onto them from the lecturers, where it could hinder them in many kinds of aspects, such as in doing assignments or work.

C. Writing Apprehension

Writing Anxiety Data								
Number	Questions (+/-)					Total	Mean	
		Strongly Agree	Agree	Disagree	Strongly Disagree			
1	Q8 (Negative)	#	0	5	6	2	36	2.77
		%	0%	38.5%	46.2%	15.4%		

Figure 3 Writing Anxiety Data

In term of writing apprehension, there is only 1 question that could be put in this category, which is question number 8. The mean of question number 8 is 2.77 which means it is in the category of low anxiety, where there are 8 students out of 13 students whom are inside the economics education international class, or 61.6% of them either disagreed or strongly disagreed to say writing assignments in English is

hard for them. These 8 students answers could be based on to their strong English proficiency or the frequent practice that they have done over the past assignments. However, there are still 5 students whom are struggling in term of writing assignments, they are student 5, 7, 8, 12 and 13, which could be because of their lack of practice, since with more practice could get a person's ability be better.

D. Reading Apprehension

Reading Anxiety Data								
Number	Questions (+/-)	Strongly Agree		Agree	Disagree	Strongly Disagree	Total	Mean
		#	0	9	4	0		
1	Q7 (Negative)	%	0%	69.2%	30.8%	0%	30	2.30

Figure 4 Reading Anxiety Data

Question 7 “I occasionally struggle with comprehending English-Language textbooks or reading materials” where 9 students agreed, making out of 13 students agreed, representing approximately 69.3% of the respondents. This high percentage indicates a significant level of reading apprehension among the students. The majority of the class experiences difficulties with understanding English-language textbooks or reading materials, highlighting that reading comprehension is a prominent concern. The 4 students who disagreed with the statement suggest that while there is a strong tendency towards not struggling with reading materials, but there are still some possibilities lurking around that they could be struggling in-term of that.

E. Performance Apprehension

Performance Anxiety Data								
Number	Questions (+/-)	Strongly Agree		Agree	Disagree	Strongly Disagree	Total	Mean
		#	3	9	1	0		
1	Q11 (Positive)	%	23.1%	69.2%	7.7%	0%	41	3.15
		#	3	10	0	0		
2	Q14 (Negative)	%	23.1%	76.9%	0%	0%	23	1.77

Figure 5 Performance Anxiety Data

In term of performance anxiety, there are 2 questions that are in the category of it, which are:

1. I tried to learn the materials more since I am afraid of being left behind.
2. Sometimes the lack of clarity in other students' presentation makes it challenging for me to get key concepts.

In term of trying to learn more materials since they are afraid of being left behind or question 11, which is a positive question, where there is only 1 student who disagree to this question, and for the other 12 students, 9 students agreed to this question, and the other 3 strongly agreed to it. This outcome where the mean for the questions is 3.15 is in the term of medium category anxiety, since question 11 is a positive outcome, where they tried to learn more but it was because of they are afraid of being left behind from the others.

As for question 14, the mean for the question is 1.77 or only .02 mean difference from being a high anxiety category, since all of the 13 students whom are attending the economy education international class agreed to it, with 3 students strongly agreeing to this. From the answers, all of the students said that the clarity in other students' presentations made it hard or challenging for them to get the key concepts of the presentations.

Discussion

The analysis of the students' anxieties reveals several categories of challenges experienced in EMI classrooms. Comprehension apprehension is prominently noted, as students struggle with understanding English-language textbooks and lecture content (Student 1, Q7; Student 4, Q6, Q9). Kudo et al. (2022) highlight that such difficulties often stem from complex language and unclear instructional materials, which aligns with the students' experiences. Similarly, Kusmayanti et al. (2022) report that comprehension issues, including unclear presentations from peers and complex academic language, significantly impact students' learning outcomes. Listening comprehension anxieties are evident in concerns about the pace of lectures and the clarity of spoken English (Student 2, Q12; Student 4, Q13). Botes et al. (2022) emphasize that unclear communication from instructors and peers exacerbates listening difficulties, reinforcing these students' experiences.

Writing apprehension is shown by fears of making grammar mistakes (Student 2, Q10; Student 3, Q10), which Kudo et al. (2022) and Botes et al. (2022) both identify as significant sources of anxiety impacting students' performance in EMI settings. Reading apprehension is also present, with difficulties in comprehending reading materials being reported (Student 1, Q7; Student 4, Q7). This mirrors findings in Kusmayanti et al. (2022), where reading difficulties are linked to overall language anxiety. Students also display performance anxiety related to fears of falling behind (Student 1, Q11; Student 3, Q11) and communication apprehension associated with intimidation in asking questions (Student 2, Q15; Student 4, Q15). Kudo et al. (2022) and Botes et al. (2022) highlight that such anxieties are prevalent in EMI contexts, affecting both participation and academic achievement.

The anxieties experienced by students 5 through 8 in EMI classrooms reflect a range of anxieties that align with findings from Kudo et al., Kusmayanti et al., and Botes et al. Comprehension apprehension is significant, with students struggling with understanding English lectures (Student 5, Q6; Student 8), reading comprehension (Student 5, Q7; Student 8), and writing assignments (Student 5, Q8; Student 8). These issues are consistent with Kudo et al. (2022) and Kusmayanti et al. (2022), who identify comprehension difficulties as a major source of anxiety. Kormos and Dörnyei (2004) further explain that such apprehension is often linked to students' emotional responses and beliefs about their language abilities, which impact their motivation and learning outcomes.

Listening comprehension anxieties are evident in difficulties with unclear presentations and lecture pace (Student 6, Q14; Student 8, Q12), supporting Botes et al. (2022), who note that comprehension issues and clarity of instruction contribute to listening anxiety. Writing apprehension and reading apprehension are also prominent, with concerns about grammar mistakes (Student 5, Q10; Student 7, Q10) and comprehension of texts (Student 5, Q7; Student 8). Kudo et al. (2022) highlights these anxieties as impacting academic performance and overall anxiety. Performance anxiety (Student 5, Q11; Student 8) and communication apprehension (Student 6, Q14; Student 8) further illustrate the multifaceted nature of these anxieties, aligning with the broader findings in the literature.

Students 9 through 13 gave out a range of anxieties in EMI classrooms, with notable concerns in communication apprehension, comprehension apprehension, and academic performance anxiety. For communication apprehension, students frequently express discomfort with using English correctly and feel intimidated by their peers' language proficiency (Student 9, Q4; Student 10, Q4; Student 11, Q4). They also struggle with pronouncing English words (Student 12, Q5; Student 13, Q5) and feel intimidated about asking questions in English (Student 12, Q15). This aligns with Kudo et al. (2022), who highlight that communication apprehension significantly affects students' participation and learning in EMI contexts.

In terms of comprehension apprehension, students report difficulties with understanding lectures (Student 10, Q6; Student 12, Q6), reading English textbooks (Student 9, Q7; Student 12, Q7), and coping with complex language (Student 10, Q13; Student 11, Q13). These outcomes correspond with findings by Kusmayanti et al. (2022), who note that such difficulties are prevalent in EMI environments and impact overall academic performance giving anxieties through the students. Writing apprehension is also observed, with students expressing fear of making grammar mistakes (Student 10, Q10; Student 12, Q10) and struggling with writing assignments (Student 12, Q8). Kormos and Dörnyei (2004) suggest that such anxieties are linked to students' self-perceived language proficiency and their emotional responses to writing tasks. Listening comprehension anxiety is present, with students finding unclear peer presentations challenging (Student 9, Q14; Student 12, Q14), reinforcing Botes et al. (2022), who emphasize the role of clarity in listening comprehension.

CONCLUSION

The study was carried out at the Economy Education Department International Class of 2022 at Universitas Negeri Padang to analyze and find out if there are any anxieties that the students had while learning economics using English as the main language to use. Based on the findings and discussions outlined in the earlier chapter, the researcher concludes the following:

1. As shown in the research findings, there are several anxieties that each student finds themselves with, such as in communication apprehension which is quite high, with a lot of students whom are intimidated by others' proficiency (Students 4, student 7, student 9, student 10, student 11), unsure of the correct pronunciation (Student 5, 12, 13), also afraid to ask questions (Student 6, 12, 13).
2. As for the Comprehension apprehension, there are several students whom are struggling in understanding lectures in English (Student 6, 10, 12, 13), a struggle for them to read and understand English text (Student 5, 7, 9, 12), and also hard for them to understand complex language (Student 10, 11, 12).
3. As for the performance anxiety, there are 5 students where they are afraid of falling behind, which impacted their motivation to learn more (Student 1, 5, 10, 11, 12).
4. Listening comprehension anxiety came from other students' unclear presentations, where the class basically agreed to it, which made it

apparent that it is the highest anxiety that the classroom of Economy Education Department International Class of 2022 have.

Discussion

The researcher suggests that the other researchers to conduct observations and interviews in order to get more details in term of the students' difficulties while they are learning Economy using English as the Main Instructions.

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