

Students Learning Anxiety in Maritime Vocational School

¹Nurul Hikmah*, ²Sukarno

Universitas Negeri Yogyakarta, Indonesia.

Email: ¹nurulhikmah.2023@student.uny.ac.id*, ²sukarno@uny.ac.id,

* Correspondence author

ARTICLE INFO

Article history

Received Jan 28, 2025

Revised Jun 24, 2025

Accepted Jun 29, 2025

Keywords

Maritime English

Maritime Vocational School

Students' Anxiety.

ABSTRACT

The objective of this study was to explore the levels of students' anxiety, to reveal the factors influence students' anxiety, and to reveal the students' coping strategies for their anxiety in maritime English. This study was conducted using a mixed method. The participants consisted of 28 eleventh-grade students at SMK Pelayaran Nusantrara Barru, and a total of 23 students participating in the interviews. The researchers used a questionnaire to determine the students' anxiety levels and interview to reveal the influencing factors and strategies to overcome their anxiety in maritime English. The findings showed that 23 out of 28 students experienced anxiety in maritime English. 16 students (57.14%) were in the mildly anxious level, 6 students (21.14%) were categorized as anxious level, 1 (3.57%) student fell into the very anxious level, 5 students (17.86%) were categorized as relaxed level, and none of them as very relaxed. The factors affected students' anxiety in maritime English, including communication apprehension, test anxiety, fear of negative social evaluation, learning situations, assignments, teachers, maritime specific terms, and doubts of maritime English competence. In order to overcome anxiety, this study described that students used preparation; relaxation; positive thinking; focusing on the lessons; peer support practice, and students' learning method as their strategies in the maritime English classes. As a conclusion, the majority of students were anxious in maritime English, caused by internal and external factors. Then, positive activities empirically impacted to solve anxiety during the maritime English learning.

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Introduction

Language learning can affect students' emotions in the classroom. (Shao, Nicholson, Kutuk, & Lei, 2020) reveal that language learning creates positive and negative emotions for students. Positive emotions encourage students to seek a happy, engaged, and meaningful life (Shao, Nicholson, Kutuk, & Lei, 2020). In fact, Akhdan and Aminatun (2022) show that students typically experience negative emotions in language classes. It is in line in the context of English as a foreign language that students often experience psychological issues, particularly negative emotions called foreign language anxiety (Botes, Dewaele, & Grei, 2020). "Foreign language anxiety is a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz, Horwitz, & Cope, 1986, p. 128). Then, anxiety has a strong correlation with the language learning process as it negatively affects students' oral communication skills in the classroom, influences the learning activity, affects students' motivation, their self-efficacy, and their mental health in the classroom Said & Weda, (2018), Getie, (2020), Trifoni & Shahini, (2011), Sun & Rueda, 2011, & AlKandari, (2021).

However, this phenomenon is not exclusive to students learning English in general, but students who learn English for specific purposes (ESP) also possess the potential to encounter anxiety since ESP uses general and specific methods that suit students' needs to meet their future academic or occupational requirements (Anthony, 2018). The program implements a complex learning process for students related to their field. This condition makes ESP possible to generate anxiety state, which proved by Pizarro (2018) who examines the existence of anxiety in the ESP program and shows that 71,9% of students have average to high levels of anxiety. Thus, the specific learning situations in this program, along with the evidence of its impact on students' psychological, serves as the basis for a deeper analysis of students' anxiety in the ESP program.

This research examines another topic of ESP that is more specific as it utilizes several distinct registers and covers wide ranges of fields, including maritime. One of the ESP courses used in the maritime field is maritime English. Therefore, this research focused on analyzing the students' anxiety in maritime English as it is a recognized approach to meet global industry demands (Pranckevičiūtė & Zajankauskaitė, 2012) and help students to achieve the professional communication requirements related to their positions (Zhang & Cole, 2018). In fact, it is crucial for students to gain a deep understanding of maritime English as a means of preparation for their future careers. Besides that, maritime English apply a complex learning process which can extend from highly specialized written genres to simple spoken circumstances (Sari & Sari, 2022). Therefore, the

position of maritime English as part of ESP, the industry's expectations of students' communication skills, and the complex learning process in this subject contribute to the increasing of learning issues for students. As Marsitah & Pratolo (2019) reveal that students who take maritime English find it difficult to involve themselves in the learning process. They struggle to actively participate and show their abilities in maritime English classes. Besides the problems related to students' performance, this condition potentially induces negative psychological states in students during the learning activities, such as anxiety.

This study focused on analyzing students' anxiety in maritime learning conducted at SMK Pelayaran Nusantara Barru, South Sulawesi. SMK Pelayaran Nusantara Barru is a private vocational school that focuses on maritime studies, and the position of SMK Pelayaran Nusantara Barru as the only private vocational institution indicates its primary focus and higher commitment to produce qualified graduates who are able to meet maritime industry demands. However, it is challenging to achieve the goal if there are learning issues that hinder students. As found in the preliminary research that students occasionally struggle in maritime English lessons. Their unfamiliarity with the diverse maritime terms presented in this lesson eventually became a barrier for them. This condition was the basis for the researchers to conduct a study by focusing on analyzing students' anxiety in maritime English lessons at this school.

Furthermore, a thorough investigation into students' anxiety in maritime English is necessary since anxiety affect students' concentration and motivation in the learning process. Therefore, the analysis of students' learning anxiety plays a crucial role in preventing and handling their psychological issues in maritime English. Anxiety can also adversely impact students' ability to understand both theoretical and practical knowledge, which ultimately affects the quality of students in maritime vocational schools. Hence, this study provides information about the dynamics of students' psychological conditions in maritime English classes, the influencing factors, and the applicable strategies that can contribute to ensuring the production of high-quality graduates. This research is also important because there is limited literature or theory that focuses on students' anxiety in maritime English. Hence, this research can contribute to the development of anxiety theory by specifically focus on a niche context that is students' anxiety in maritime English. Based on the background, the objectives of the research are as follows:

1. to explore the level of students' anxiety in maritime English;
2. to reveal the factors that influence students' anxiety in maritime English; and
3. to reveal the students' coping strategies for their anxiety maritime English.

Method

The researchers employed a mixed method as the method of this study. A mixed method is a comprehensive approach that involves both quantitative and qualitative data collection, employing various design assumptions from philosophy (Creswell & Creswell, 2018). Related to mixed method, the researchers particularly focus on sequential explanatory design. This research analyzed the levels and the factors of students' anxiety using the quantitative method and examined deeper the factors influencing students' anxiety and their coping strategies using the qualitative method. A closed-ended questionnaire adapted by Horwitz, Horwitz, & Cope (1986) was used to collect the quantitative data, which has 33 items with the alternative answer using a 5-point Likert scale. After getting the data from quantitative method, the researchers divided the students into five groups: very relaxed, relaxed, mildly anxious, anxious, and very anxious. The researchers used three groups (mildly anxious, anxious, and very anxious) as the participants for the interview session to get a deeper understanding of the influencing factors and how they cope to their anxiety. For qualitative data, this study particularly used semi-structured interview as it allows the researchers to create and develop new questions based on the participants' answers. The interview guide adapted from Price (2003) in Kasmianti (2021), which resulted in ten main questions. The sessions help the researchers in discovering and analyzing information that was inaccessible using quantitative methods. Thus, employing both quantitative and qualitative methods provided comprehensive and specific results, particularly to analyze students' anxiety in maritime English lessons.

The population of this study consisted of eleventh-Grade students of SMK Pelayaran Nusantara Barru in the academic year 2024/2025 who were enrolled in the maritime English class. The population was 30 students from 2 different majors (Nautical and Engineering) and the total sample was 28 students who selected using random sampling technique specifically Slovin's formula which allow every part of the population to participate. For the interview, this study used purposive sampling which selected by taking the sample who had very anxious, anxious, and mildly anxious levels with total participants were 23 students, consisting of 1 student with very anxious levels, 6 students with anxious levels, and 16 students experienced mildly anxious levels.

In order to analyze the results of the questionnaire especially to determine the level of students' anxiety, the first step is to divide the FLCAS into two parts, including 9 positive statements and 24 negative statements. It underlies the calculation rubric for the FLCAS which the range for positive statements is from 1 to 5 and those who chose "Strongly Agree" received a score of 1. While the range for the negative statements is from 5 to 1 and students got a score of 5 if they chose "Strongly

Agree” in the negative statements. The next step was calculating the total score ranged from 33 to 165. Then, the scores were used to classify the students’ anxiety levels by adapting Oetting’s scale which started from Very Relaxed (33-64), Relaxed (65-85), Mildly Anxious (86-106), Anxious (107-123), Very Anxious (124-165). Besides that, researchers also analyzed FLCAS items to identify the factors that influence anxiety through questionnaires analysis since each item in this questionnaire represents each major factor contributing to English anxiety. Specifically, item 1, 4, 9, 12, 14, 15, 18, 24, 27, 29, and 32 represent Communication Apprehension; item 2, 6, 8, 10, 16, 19, 21, 22, and 30 are Test Anxiety; and item 3, 5, 7, 11, 13, 17, 20, 23, 25, 26, 28, 31, and 33 represent Fear of Negative Social Evaluation. The researchers examined the items by focusing on the frequency of students who responded to each item. Students who chose “Disagree” or “Strongly disagree” on positive statements and “Agree” or “Strongly agree” on negative statements indicated that the sources of their anxiety in maritime English classes were communication apprehension, test anxiety, and fear of negative social evaluation, as identified by the item numbers representing these factors. While, the analysis of qualitative method adapted the principle by Miles, Huberman, & Saldana (2014), including data condensation, data display, and conclusion.

Result and Discussion

This section comprehends the result of data analysis. This study used mixed method, which utilized two instruments to collect the data. The first was questionnaire particularly FLCAS consisted of 33 items, and the second instrument was interview guide.

1. The levels of Students’ Anxiety

The first research question is related to students’ anxiety levels with the data collection process used FLCAS questionnaire. The researchers described the data using descriptive statistics techniques. The table below shows the results of students’ FLCAS score and their anxiety level.

Table 1. The levels of students' anxiety

No	Scale	Frequency	Percentage	Level of Anxiety
1	124-165	1	3.57%	Very Anxious
2	107-123	6	21.4%	Anxious
3	86-106	16	57.14%	Mildly Anxious
4	65-85	5	17.86%	Relaxed
5	33-64	0	0%	Very Relaxed
Total		28		

The table indicates the frequency of students experiencing anxiety in each level. These results were obtained through the calculation of students’ questionnaire scores and determined it based on

Oetting's scale. The data collection shows that the highest frequency is 16 students (57.14%). They got scores between 86 and 106, indicating that they are mildly anxious. The second is 6 students (21.4%) who achieve scores between 107 and 123, showing that they were anxious. Next, the table describes 5 students, or 17.86% of the total participants get scores between 65 and 85, indicating that they are relaxed during the learning process in maritime English class. Then, 1 (3.57%) student get scores between 124 and 165, indicating that he is very anxious. Lastly, no students (0%) achieve a total score between 33-64, showing that none of them find learning maritime English to be particularly very relaxing.

2. The factors of Students' Anxiety

This research analyzed the influencing factors of students' anxiety based on questionnaire and interview sessions. This study identified the factors influence students' anxiety before further analyzing it deeply, which are shown specifically in the table below.

Table 2. The Questionnaire Items Analysis

	STATEMENTS	SD	D	N	A	SA
1	I'm not sure of myself when speaking in maritime English class	1	2	15	7	3
2	I don't worry about making mistakes in maritime English class	3	10	10	2	3
31	I'm afraid other students will laugh at me when I speak in a maritime English class	4	5	12	4	3
32	I will feel comfortable when speaking with a native English speaker	2	5	18	2	1
33	I get nervous when the teacher asks questions that I haven't prepared	2	1	14	10	1

According to the above findings, this study conducted detailed exploration of students' anxiety factors by analyzing each item in the questionnaire. Then, it found that there were 9 students agreed and 2 students strongly agreed on the item number 12 (communication apprehension) represented that students' anxiety stemmed from forgetting the materials provided by the teacher. Next, this study found that 10 students disagree with the item number 2 (test anxiety) which is a positive statement, indicated that students were fear of making mistakes in maritime English classes particularly during the examinations. The last is 10 students agree with the item number 25 (fear of negative social evaluation), which represented that they struggle to keep up with the learning flow in the maritime English classes which resulted them to feel that they were getting left behind. In the

end, it triggered their anxiety in maritime English class. As a conclusion, the results of the item analysis presented that there are three factors affected students' anxiety in maritime English, including communication apprehension, test anxiety, and fear of negative social evaluation.

Then, the results of quantitative analysis used as the basis to analyze it deeply in the qualitative method. Hence, the interview analysis revealed that there are eight factors affected students' anxiety in maritime vocational schools, including communication apprehension, test anxiety, fear of negative social evaluation, learning situations, assignments, teachers, maritime specific terms, and doubts of maritime English competences.

3. The Students' Coping Strategies

From the results of interviews conducted with students, they obtained several strategies to overcome their anxiety in maritime English, including preparation, relaxation, positive thinking, focus on the lesson, peer support practice, and students' learning method. Preparation consisted of two specific factors including reviewing the materials. They employed these strategies as a response to their source of anxiety in maritime English subject that is lack of materials understanding. Then, the second strategy is relaxations, which consisted of three specific strategies to deal with anxiety states those are taking a deep breath, taking a rest, and being silent, which help them to relaxed during the maritime English learning and reducing their anxiety levels. The third strategy is positive thinking which also has two specific factors, including staying relaxed and maintaining self-confidence. The next strategy is focus on the lesson, which forces them to enhance their focus during the learning process. It ultimately prevents the increasing of anxiety levels and even reduces their anxiety. Peer support practice is also one of the strategies to reduce students' feelings of anxiety by practices with peers such as applying the lessons they have learned. The last strategy found from the interview analysis was to readjust students' learning methods. Some students divided the materials into several parts so that they were not overwhelmed by the large amount of material. These strategies help students reduce their feelings of anxiety especially in maritime English lessons.

Discussions

This research aimed to determine the level of students' anxiety in maritime English, to reveal the factors that influence students' anxiety in maritime English, and to reveal the students' coping strategies for their anxiety maritime English. In this section, it is showed the discussion of the research to answer the research questions.

1. The Levels of Students' Anxiety

This study discovered the variations of students' anxiety levels in maritime English. Based on the results of the questionnaire analysis, students exhibited a range of anxiety levels during the learning process. It found that there was 1 (3.57%) student who felt "Very Anxious", which indicated by their final score of questionnaires. Then, the researchers found that 6 (21.4%) students were on the "Anxious" level in maritime English class, with a scores ranging from 107 to 123. Next is the "Mildly Anxious" level. The researchers identified that 16 students or 57.14% of the total sample experienced this anxiety level, scoring between 86 and 106. Furthermore, this study found that 5 out of 28 students indicated as "Relaxed", who got a total score ranging from 65 to 85. The last anxiety level is "Very Relaxed." In this study, there were no students (0%) who had this level of anxiety. It suggested that none of the students truly derived pleasure from learning maritime English. Thus, based on the results of the study, it was found that 23 out of 28 students experienced anxiety. It showed that most of them were anxious about the maritime English learning process. It aligns with the research conducted by Pizarro (2018) and Gjergo & Meçe (2022), and Özer a & Altay (2021) which investigated students' anxiety in ESP programs and English as a foreign language learning process. They found the majority of students experience moderate to high anxiety levels, which suggests that the process of learning English in various contexts induces anxiety in students.

Furthermore, this research conducted a comprehensive analysis of students' psychological state, particularly focusing on those categorized as "Very anxious", "Anxious", and "Mildly Anxious". The data analysis revealed that one student had a "Very anxious" level during the maritime English learning, and it found that he selected "Strongly Agree" on several items in the FLCAS. One of the items indicated that he trembled and panicked when the teacher asked him to speak in front of the class and he also tend to be concern on the potential consequences if he failed this subject. It is consistent with the findings of Horwitz, Horwitz, and Cop (1986), who state that high or severe anxiety is the highest level of anxiety, characterized by specific symptoms, including nervousness, higher tension, and shaking. This study also analyzed students who were at the "Anxious" level, which is less severe than those who have high anxiety as they faced anxiety in situations that naturally potential to provide high pressure, such as examinations. It is in line with the analysis results that several students at this level expressed confusion regarding the learning contents during their tests preparation. Then, the researchers discovered "Mildly Anxious" levels and found that the majority of students in the maritime English class fell into this category. Students with moderate anxiety felt embarrassed and disappointed stemming from their inability to understand

the teacher's evaluation of their weaknesses in this lesson, caused by their limitations in communication, particularly getting information from external parties. Horwitz, Horwitz, and Cop (1986) find similar findings that one of the symptoms of moderate level is having uncomfortable feelings, which can be represented in several forms, including sadness, anger, embarrassment, confusion, and others. It shows that the symptoms experienced by students at the moderate level are relatively mild compared to high anxiety.

2. The Factors of Students' Anxiety

Students who learn a language sometimes feel anxious, which is usually caused by several factors, including communication apprehension, test anxiety, fear of negative social evaluation, learning situations, assignments, teachers, maritime specific terms, doubts of maritime English competence.

a. Communication Apprehension

Communication apprehension associates with students' difficulties in communicating using English. Over time, this issue grows and ultimately leads to anxiety among students. In the context of this study, one of the items of FLCAS showed specific factors affected students' anxiety, that was forgetting the learning contents. Students find it difficult to focus and remember the lessons. Thus, when they are asked to communicate in a maritime English class, they find it difficult to participate actively due to the lack of understanding of the materials and eventually produce feelings of anxiety. The finding is in line with the research results by Taha & Rezeq (2018), who states that students' levels affect their communication apprehension. Students' levels refer to their ability to acquire and understand knowledge from the materials that the teacher explains.

Furthermore, this study found more specific factor affecting students' anxiety related to communication apprehension through interview sessions. It found that students were particularly apprehensive about speaking English in public. Even though they understand the materials, they struggle to convey their thoughts to others and eventually cause feelings of anxiety for them in the maritime English classes. The results of this research align with the findings of Horwitz, Horwitz, & Cope (1986), who found three manifestations of communication apprehension, including speaking in dyads or groups, speaking in public, and listening to a spoken message.

b. Test Anxiety

Exams or tests also cause anxiety for some students. The researchers further analyzed the sources of test anxiety and found that fear of making mistakes as one of the features of it. Based on the data analysis, it affected by students' tendency to assume that providing incorrect answers

directly affected their grades. This mindset restricted them to fully concentrate and focus during the examination, which in the end, caused feelings of anxiety. Aydin, Akkaş, Türnük, Beydilli, & Saydam (2020) express a similar result, indicating that fear of failure is one of the factors influencing students' anxiety. People who believe in their potential experience a lower level of fear when making errors. In contrast, students in the maritime English class exhibited lack of self-belief during the test.

In relation to the subject matter, students stated that one clear indicator of test anxiety was their inability to understand the materials in maritime English. A lack of a thorough understanding can negatively impact their performance during the test as they may provide inappropriate answers to the exam questions. As Aydin, Akkaş, Türnük, Beydilli, & Saydam (2020) state that a low performance in a test is one of the strongest anxiety provocations.

Furthermore, this study also obtained that students struggled to understand the meaning of the questions and write answers during the examination, which indicated that they lack of reading and writing skills. While these skills are essential for them as the International Maritime Organization (IMO) developed maritime English subject to improve their effective communication abilities in this industry (Natsir & Saragih, 2022). However, the reality showed a deficiency in English competences, which potentially contribute to anxiety during the test. This finding is consistent with Embsea, Jesterb, Roy, & Post (2018) and Aydin, Akkaş, Türnük, Beydilli, & Saydam (2020), they state that test anxiety negatively correlates with students' ability. It means that low English competence can trigger students' anxiety and they must be proficient in English skills to succeed in maritime English test.

c. Fear of Negative Social Evaluation

Based on the interview analysis, another source of students' anxiety in maritime English is fear of negative social evaluation, indicating a psychological issue stemming from the fear of negative feedback; evaluation; and correction from others. The results of students' questionnaires showed that maritime English learning was conducted very fast for students. It caused them difficult to maintain their pace with the learning activities and they ultimately feeling left behind, resulted assumptions that other people would give them negative judgment regarding their performances. It is in accordance with Manan, Azizan, & Yusof (2022), who find that students face anxiety stemming from their belief that other students are better, which makes students feel inferior and produces feelings of anxiety.

Besides that, the researchers conducted a deeper analysis through interview sessions and found that laughter was peers negative feedbacks that triggered students' anxiety in maritime English.

They stated that this feedback caused them to feel embarrassed, nervous, and even inferior, which ultimately led to anxiety in maritime English. It aligns with the research conducted by Damayanti & Listyani (2020), who shows that students experience alienated and reluctant in expressing their abilities due to fear of their peers' reactions. This implies that students' emotional states to any external response can trigger their anxiety. They are unable to build a border to protect them from various judgments.

d. Learning Situations

Learning situations are one of the most crucial aspects of the learning process. An adequate learning environment supports the development of students' innovation and creativity (Chan & Yuen, 2014). However, it can turn into a challenge for them as found in this study that an uncondusive environment induced anxiety for students, which can be represented by a noisy classroom. Participants stated that sometimes their friends were too noisy during the learning process, caused them difficult to examine the materials and led to the increasing of anxiety levels. It is in accordance with the research by Abdullah, Hidayati, Andriani, Rosmala, & Nurvianti (2022), who stated that students are anxious when the classroom atmosphere is noisy. It shows that the learning environment is essential to build students' psychological state in the classroom.

In addition, students also reported that peers who engaged in conversation can also be one of the representations of a non-conducive learning situation. They felt anxious as their friends often talked to them in the classroom, which affected their concentration and ultimately hindered them from focusing on the lesson. Despite their strong motivation, students regularly struggle as the learning environment, does not support their determination. This factor shows that external aspects have a big impact on students' emotions in the learning process.

e. Assignment

In the previous explanation, students stated that they did not fully understand the learning topics in the maritime English classes, raised various issues, including difficulties in completing the assignments. This research obtained that students felt anxious when teachers gave them assignments as they did not know the answers, which caused by lack of materials comprehension. Loan (2022) confirms that students' preparation before the learning process affects their anxiety. Preparation can refer to students' efforts to learn and understand the subject materials. While in the context of this study, students did not prepare themselves by studying materials which lead to feelings of anxiety.

Then, some students expressed that speaking tasks is specific tasks that put a great deal of

pressure on them. This format of assignments produced pressure due to their insufficient speaking proficiency. Whereas, maritime English focuses on improving students' communication skills. Hence, they often meet the assignments related to speaking skills in this course. However, their low speaking ability caused them to feel anxious in completing speaking tasks. This is in accordance with Horwitz, Horwitz, & Cope (1986), who assert that conversation is one of the contributing elements that affect students' anxiety. It shows that speaking in dyads puts great pressure on students in the learning process.

f. Teacher

Comprehensible input is essential in the teaching activities. Teachers must ensure that students can get meaningful learning processes during the maritime English class. However, it becomes a learning issue if the students restrict to get that opportunity. As found in this study that students struggled to comprehend the teacher's explanations. The teachers sometimes did not explain clearly, led to difficulties in understanding the subject matters. Ultimately, it caused a feeling of anxiety when students learn maritime English. As Mouhoubi-Messadh (2017) and Sabri, Khairuddin, Johan, Daud, & Bahrn (2021) state, teachers can contribute in increasing students' anxiety through their teaching practices in the classroom. Teaching practices can be represented by the teacher's methods, which trigger students' emotional issues (Sulastrri & Ratnawati, 2018). Teachers must ensure that students engage in the classroom without encountering any psychological issues.

g. Maritime Specific Terms

Each field has its own specific terms which differ to other field, and it becomes the focus of ESP as a main point in learning English for specific purposes. Classroom activities are determined to improve students' understanding of terms used in real conditions when they work for a particular field, which also applied in maritime vocational schools. However, this study revealed that students were not familiar with the various maritime terms that the teacher taught in the classroom. It caused them struggle to pronounce it as it new for them. It is worsening as the theory showed that maritime English position as ESP suggests that the level of learning maritime English is more complex and advance than general English. It indicates that pronunciation of terms in this subject can be more difficult as there are specific terms that closely related to maritime industry, which led them to meet any issues including pronunciation errors and ultimately enhanced their anxiety levels. This is in line with the research results by Ayuningtyas, Mauludin, & Prasetyo (2022) and Sabri, Khairuddin, Johan, Daud, & Bahrn (2021), who found that students' proficiency levels impact on communication issues.

h. Doubts of maritime English competence

The last factor is that some students had doubts about their abilities in this lesson. They were not confident that they would be able to participate actively in the classroom activities. This feeling arose as they experienced and believed that maritime English was difficult. Some students also stated that they did not have a basic understanding of general English and felt that they were struggling more in maritime English which has specific characteristics that must be adjusted to the real context of work as a sailor. Some students added that they keep doubt their abilities even though they have studied and prepared themselves. It shows that doubt has a negative impact in the learning process. It continues to limit them, resulting in a feeling of anxiety every time the maritime English lesson starts.

3. The Students' Coping Strategies to Their Anxiety

After analyzing the results of the interviews, students proposed several strategies to overcome or reduce their anxiety during the maritime English classes. Their strategies include preparation, relaxation, positive thinking, focus on the lesson, peers support practice, and students' learning method.

a. Preparation

Based on the analysis of students' interviews and questionnaires, the factors contributing to students' anxiety in maritime English was a lack of comprehension of the materials. They encountered difficulties in acquiring knowledge from the teacher. Hence, they applied preparation strategies to prevent or reduce their anxiety level by mastering the learning contents. They reviewed the materials they had studied, which facilitate their understanding of the topic and led to reduce their anxiety levels. It is in line with Sagara, Charisma, & Adiantika (2020), who state that preparation is the most effective strategy to overcome students' anxiety. Prepared students have a guide to support their learning process, such as answering the teacher's questions.

b. Relaxation

A variety of uncomfortable conditions in the classroom can affect students' emotions, which make it difficult for them to control their feelings and leading to learning issues, including anxiety. Hence, they implement relaxation as a strategy to help them overcome this problem by taking a deep breath when they felt anxious. In fact, anxiety often induces abnormal breathing patterns (Harrison, et al., 2021). Therefore, practicing this strategy can help them in regulating their breathing since paced breathing make students calmer and reduce their feelings of anxiety.

In addition, students used resting and staying silent as techniques to overcome their feelings of

anxiety. The method reduces anxiety by stopping activities that may provoke the psychological issue. During the break time, they managed their emotions and feelings before restarting the lesson by engaging in easy activities such as stretching and breathing exercises. Then, some students also choose to stay silent and prefer to keep it until the end of the learning process after encountering the conditions that trigger their anxiety. It is in accordance with the findings of Abdurahman & Rizqi (2020), they show that some students will try to stay calm when they feel anxious.

c. Positive Thinking

The third strategy is positive thinking. Students struggle to control their thoughts when face with an anxiety-inducing situations. They tend to think negatively and imagine adverse things that may happen in the future. Therefore, some students said that they tried to remove the negative thoughts and focused on positive things when experiencing anxiety symptoms in class, as it protects them against the increasing of anxiety. Maintaining confidence was another strategy that students used in a state of anxiety during the maritime English class. Despite feeling anxious, they encouraged themselves to believe and be proud of their abilities, since this strategy forces their focus shifts from anxious feelings to the opportunities and benefits of learning. This aligns with the statement by Sagara, Charisma, & Adiantika (2020) that students experiencing anxiety will try to maintain a positive mindset when acquiring new knowledge. Students who face uncomfortable situation can resist their negative feelings by replacing it with positive psychology.

d. Focus on The Lesson

The next strategy involves focusing on the lesson. In this condition, students managed their anxiousness by trying to focus on the learning process. Even though they were anxious, they disregarded their psychological issues and concerned on other things. Focusing on the learning process decreases negative emotions by redirecting anxiety into positive emotions. This result is in line with research findings from Wilang (2022) that being focus on the learning can reduce students' anxiety. Sulastri & Ratnawati (2018); Abdullah, Hidayati, Andriani, Rosmala, & Nurvianti (2022); and Aisah, Utomo, & Sulistyowati (2024) also show similar findings, suggesting that some students enhance their focus as a strategy to reduce their anxiety.

e. Peer support Practice

This study also found that students felt anxious since they have difficulty in pronunciation skills. Any task related to speaking skills puts a great pressure on them. Thus, they prepared themselves by practicing words pronunciation, especially those related to the maritime fields. Repetition allows the students to gain experience about how to pronounce those terms and familiarizes them with

diverse maritime terminology. This aligns with Chou (2018), Rafada & Madini (2017), and Aisah, Utomo, & Sulistyowati (2024), who suggest that practicing is the most effective strategy for reducing students' anxiety, particularly for speaking skills. In addition, students also practice with their friends. They use this strategy by applying the terms they have learned in class and simulate it as they use them on the ship. The practices make them develop an environment which similar to the real condition when they work. In the end, it develops self-confidence and reduce anxiety when pronouncing words during the maritime English class.

f. Students' Learning Method

The last strategy is changing students' learning method. Based on the data analysis, students have some obstacles in learning maritime English, such as difficult to understand the materials since this subject has a slightly more advanced learning process. Therefore, they need to readjust their learning methods in order to overcome this issue and to get meaningful lessons. Students stated that they tried to learn the materials gradually by dividing the materials into small sections as it allows them to focus more on one topic and reduces the feeling of being overwhelmed by information. In addition, this strategy also provides opportunities for them to learn at their own pace. They do not need to be glued to the performance of other students.

Conclusion

This section presents the conclusions of three research questions. The first research question related to the level of anxiety. From the results of this study, it can be concluded that most students experience anxiety in maritime English classes. In more detail, 1 student fell into the "Very Anxious" level, 6 students in the "Anxious" level, 16 students fell into the "Mildly Anxious" level, 5 students belonged to the "Relaxed" level, and none of them in the "Very Relaxed" level. The second research question related to the influencing factors of students' anxiety. The results of this study show that there are eight factors that affect students' anxiety in maritime English classes, namely communication apprehension, test anxiety, fear of negative social evaluation, learning situations, assignments, teachers, maritime specific terms, and doubts of maritime English competence. These sources of anxiety show that anxiety can be caused by internal and external factors. Then, in order to reduce and overcome the issue of anxiety in the maritime English class, students apply several strategies such as preparation, relaxation, positive thinking, focus on the lesson, peer support practice, and students' learning method. This research shows that these strategies are effective solutions for students who feel anxiety in maritime English classes.

References

- Abdullah, F., Hidayati, A., Andriani, A., Rosmala, D., & Nurvianti, N. (2022). ENGLISH SPEAKING ANXIETY AMONG INDONESIAN JUNIOR HIGH SCHOOL LEARNERS: IN SEARCH OF CAUSES AND SOLUTIONS. *Getsempena English Education Journal*, 9(1), 53-63. <https://doi.org/10.46244/geej.v9i1.1746>
- Abdurahman, N., & Rizqi, M. (2020). INDONESIAN STUDENTS' STRATEGIES TO COPE WITH FOREIGN LANGUAGE ANXIETY. *TEFLIN Journal*, 31(1), 1-18. <http://dx.doi.org/10.15639/eflinjournal.v31i1/1-18>
- Aisah, M., Utomo, S., & Sulistyowati, T. (2024). The Students' Anxiety in English Speaking: Causes and Solutions. *Applied Research in English Education*, 2(1), 32-44. Retrieved from <https://jurnal.unimus.ac.id/index.php/AREE/article/view/13588>
- Akhdan, M., & Aminatun, D. (2022). THE CORRELATION BETWEEN ANXIETY AND STUDENT GPA & EPT SCORE DURING COVID 19 PANDEMIC. *Journal of English Language Teaching and Learning (JELTL)*, 3(2), 45-51. Retrieved from <https://jim.teknokrat.ac.id/index.php/english-language-teaching/article/view/2254>
- AlKandari, N. (2021). Students Anxiety Experiences in Higher Education Institutions. In V. Kalimin, *Anxiety Disorders: The New Achievements* (pp. 67-78). London: IntechOpen. Retrieved from https://books.google.co.id/books?hl=id&lr=&id=i74zEAAAQBAJ&oi=fnd&pg=PA67&dq=students+anxiety+education&ots=wu7QidTbkA&sig=qah8XUr4ygWkYCP8IIhDIIGliIg&redir_esc=y#v=onepage&q=students%20anxiety%20education&f=false
- Anthony, L. (2018). *Introducing English for Specific Purposes*. London: Routledge. Retrieved from https://hs-cims-v2.kku.ac.th/uploads/files/617af37155e2d_Introducing%20English%20for%20Specific%20Purposes.pdf
- Aydin, S., Akkaş, F., Türnük, T., Beydilli, A., & Saydam, İ. (2020). Test Anxiety among Foreign Language Learners: A Qualitative Study. *The Qualitative Report*, 25(12), 4289-4309. Retrieved from <https://pdfs.semanticscholar.org/86ff/ec1c96a57c099669b0e147ac84b3fe13ee6e.pdf>
- Ayuningtyas, P., Mauludin, L., & Prasetyo, G. (2022). Investigating the Anxiety Factors among English for Specific Purposes Students in a Vocational Education setting. *Language Related Research*,

- 13(3), 31-54. <http://dx.doi.org/10.52547/LRR.13.3.3>
- Botes, E., Dewaele, J.-M., & Grei, S. (2020). The Power to Improve: Effects of Multilingualism and Perceived Proficiency on Enjoyment and Anxiety in Foreign Language Learning. *the journal European Journal of Applied Linguistics*, 8(2), 279-306. <https://doi.org/10.1515/eujal-2020-0003>
- Chan, S., & Yuen, M. (2014). Personal and environmental factors affecting teachers' creativity-fostering practices in Hong Kong. *Thinking Skills and Creativity*, 12, 69-77. <https://doi.org/10.1016/j.tsc.2014.02.003>
- Chou, M.-H. (2018). Speaking Anxiety and Strategy Use for Learning English as a Foreign Language in Full and Partial English-Medium Instruction Contexts. *Tesol Quarterly*, 52(3), 611-633. <https://doi.org/10.1002/tesq.455>
- Creswell, J., & Creswell, J. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches Fifth Edition*. London: SAGE Publication, Inc. Retrieved from https://spada.uns.ac.id/pluginfile.php/510378/mod_resource/content/1/creswell.pdf
- Damayanti, M., & Listyani, L. (2020). AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY IN ACADEMIC SPEAKING CLASS. *ELTR Journal*, 4(2), 152-170. <https://doi.org/10.37147/eltr.v4i2.70>
- Embsea, N., Jesterb, D., Roy, D., & Post, J. (2018). Test anxiety effects, predictors, and correlates: A 30-year meta-analytic review. *Journal of Affective Disorders*, 227, 483-493. <https://doi.org/10.1016/j.jad.2017.11.048>
- Ferdous , F. (2012). A Case Study of First-Year Non-English Undergraduate Students' English Learning Anxiety in Bangladesh. *Journal of Education and Practice*, 3(9), 1-11. Retrieved from <https://core.ac.uk/download/pdf/234633518.pdf>
- Getie, A. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. *Cogent Education*, VII(1). <https://doi.org/10.1080/2331186X.2020.1738184>
- Gjergo, E., & Meçe, D. (2022). The Relationship Between Foreign Language Anxiety in ESP Students and English Test results. *Freeside Europe Online Academic Journal*(13). Retrieved from https://www.freesideeurope.com/images/pdf/pdf_103.pdf
- Harrison, O., Kochli, L., Marino, S., Luechinger, R., Hennel, F., Brand, K., . . . Stephan, K. (2021). Interoception of breathing and its relationship with anxiety. *Neuron*, 109, 4080-4093. <https://doi.org/10.1016/j.neuron.2021.09.045>

- Horwitz, E., Horwitz, M., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, LXX(2). Retrieved from <https://www.jstor.org/stable/327317>
- Kasmiati. (2021). Students' Anxiety in Learning English of The Eight Grade at SMP Negeri 1 Sarjo. Undergraduate Thesis, IAIN PALU, English Tadris, Palu. Retrieved from <http://repository.iainpalu.ac.id/id/eprint/694/1/KASMIATI.pdf>
- Loan, T. (2022). An Investigation into the Causes of Students' Anxiety in Learning English Speaking Skills. *International Journal of TESOL & Education*, 2(3), 183-196. <https://doi.org/10.54855/ijte.222312>
- Manan, N., Azizan, N., & Yusof, J. (2022). Language Anxiety Among English For Specific Purposes (ESP) Learners at UiTM Perak Seri Iskandar Campus. *International Journal of Academic Research in Progressive Education and Development*, XI(3), 978-988. <http://dx.doi.org/10.6007/IJARPED/v11-i3/14763>
- Marsitah, & Pratolo, B. (2019). Learners' Perspectives on English as a Learning Media in Maritime English Classes. 1st International Conference on Progressive Civil Society (IconProCS 2019) (pp. 108-112). Atlantis Press. <https://doi.org/10.2991/iconprocs-19.2019.22>
- Miles, M., Huberman, A., & Saldana, J. (2014). *Qualitative Data Analysis*. USA: Sage Publications. Retrieved from <https://books.google.co.id/books?id=p0wXBAAAQBAJ&printsec=frontcover&hl=id#v=onepage&q&f=false>
- Mouhoubi-Messadh, C. (2017). REFLECTIONS ON HIDDEN VOICES IN THE EFL CLASSROOM: THE "ANXIOUS" LEARNER AND THE "CARING" TEACHER. *PEOPLE: International Journal of Social Sciences*, 3(3), 14-25. <https://dx.doi.org/10.20319/pijss.2017.33.1425>
- Natsir, M., & Saragih, B. (2022). Implementation of Content-Based Instruction Approach in Teaching English for Maritime at Vocational High School Pelayaran Buana Bahari. *Randwick International of Education and Linguistics Science (RIELS) Journal*, 3(3), 488-496. <https://doi.org/10.47175/rielsj.v3i3.536>
- Özer a, Z., & Altay, İ. (2021). Examining the level of enjoyment and anxiety among Turkish EFL students. *Journal of Language and Linguistic Studies*, 17(1), 663-671. Retrieved from <https://search.informit.org/doi/abs/10.3316/INFORMIT.167504744047536>
- Pizarro, M. (2018). Foreign language classroom anxiety among English for Specific Purposes (ESP) students. *International Journal of English Studies*, XVIII(2). Retrieved from

<https://revistas.um.es/ijes/article/view/323311>

Pranckevičiūtė, V., & Zajankauskaitė, Z. (2012). Adjusting an ESP Course to Students' Needs in Tertiary Education: a Case Study. *StALan*, 21, 115-123. <https://doi.org/10.5755/j01.sal.0.21.2465>

Price, M. (2003). The Subjective Experience of Foreign Language Anxiety: Interviews with Highly Anxious Students, in Elaine K. Horwitz and Dolly J. Young ed., *Language Anxiety: from Theory and Research to Classroom Implications*. New Jersey: Prentice-Hall. <http://repository.iainpalu.ac.id/id/eprint/694/1/KASMIATI.pdf>

Rafada, S., & Madini, A. (2017). Effective Solutions for Reducing Saudi Learners' Speaking Anxiety in EFL classrooms. *Arab World English Journal (AWEJ)*, 8(2), 308-322. <https://dx.doi.org/10.24093/awej/vol8no2.22>

Sabri, S., Khairuddin, Z., Johan, S., Daud, K., & Bahrn, F. (2021). CAUSES OF LANGUAGE ANXIETY IN AN ESL CLASSROOM: TOWARDS A MENTALLY HEALTHIER LEARNING ENVIRONMENT. *International Journal of Asian Social Science*, 11(9), 452-460. DOI: <https://doi.org/10.18488/journal.1.2021.119.452.460>

Sagara, J., Charisma, D., & Adiantika, H. (2020). An investigation of EFL students' anxiety toward online English learning in paragraph based writing subject. *CONCEPT: Community Concern for English Pedagogy and Teaching*, VI(1). <https://doi.org/10.32534/jconcept.v6i1.1393>

Said, M., & Weda, S. (2018). English Language Anxiety and its Impacts on Students' Oral Communication among Indonesian Students: A Case Study at Tadulako University and Universitas Negeri Makassar. *TESOL International Journal*, 13(3), 21-30. Retrieved from <https://eprints.unm.ac.id/14947/>

Sari, L., & Sari, R. (2022). Lecturers' Challenges and Strategies in Teaching Maritime English Online to Students with Low English Proficiency. *REGISTER JOURNAL*, 12(2), 222-244. <https://doi.org/10.18326/rgt.v15i2.222-244>

Shao, K., Nicholson, L., Kutuk, G., & Lei, F. (2020). Emotions and Instructed Language Learning: Proposing a Second Language Emotions and Positive Psychology Model. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.02142>

Subekti, A. (2018). AN EXPLORATION OF LEARNERS' FOREIGN LANGUAGE ANXIETY IN THE INDONESIAN UNIVERSITY CONTEXT: LEARNERS' AND TEACHERS' VOICES. *TEFLIN Journal*,

- 29(2), 219-244. Retrieved from <https://core.ac.uk/download/pdf/233168157.pdf>
- Sulastri, & Ratnawati. (2018). Students' Strategies in Reducing Anxiety in Learning English. *ELS Journal on Interdisciplinary Studies on Humanities*, 1(4), 423-428. Retrieved from <https://journal.unhas.ac.id/index.php/jish/article/view/5047>
- Sun, J.-Y., & Rueda, R. (2011). Situational interest, computer self-efficacy and self-regulation: Their impact on student engagement in distance education. *British Journal of Educational Technology*, XLIII(2), 191-204. <https://doi.org/10.1111/j.1467-8535.2010.01157.x>
- Taha, M., & Rezeq, K. (2018). Oral Communication Apprehension among English Senior Majors at Al-Quds Open University in Palestine. *International Journal of Research in English Education*, 3(1), 44-58. Retrieved from https://ijreeonline.com/files/site1/user_files_68bcd6/mustafaaabutaha-A-10-87-1-c5a7691.pdf
- Trifoni, A., & Shahini, M. (2011). How Does Exam Anxiety Affect the Performance of University Students? *Mediterranean Journal of Social Sciences*, II(2). Retrieved from <https://www.richtmann.org/journal/index.php/mjss/article/view/10785>
- Wilang, J. (2022). Specific Anxiety Situations and Coping Strategies in Full English Medium Instruction Engineering Programs. *Int. J. Eng. Pedagog*, 12(6), 70-84. <https://doi.org/10.3991/ijep.v12i6.33453>
- Zhang, Y., & Cole, C. (2018). Maritime English as a code-tailored ESP: Genre-based curriculum development as a way out. *Iberica*(35), 145-170. Retrieved from <http://revistaiberica.org/index.php/iberica/article/view/138>