Investigating English as a Second Language Anxiety among Diploma Students

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ARTICLE INFO	ABSTRACT
	In Malaysia, English is taught as a compulsory second language in all public schools. However, when students move from schools to tertiary institutions where the medium of instruction is English, there is bound to be a feeling of anxiety. Therefore, this research investigates diploma students' second language anxiety L2 in learning English. It seeks to find out the main factor of anxiety that causes the arousal of anxiety among the students. Also, the study aims to identify the type of anxiety mostly experienced by the students in English learning environment. Finally, the most preferred anxiety coping strategy is also figured out in this study. The instrument used to carry out this study is a questionnaire with a Likert scale ranging from disagree to strongly agree. As a result, the findings of 50 diploma students from higher institutions in Ipoh region revealed that most students appeared to have a high level of perceptions about themselves in learning English and this often are negative beliefs that has made them to feel anxious every time they are in English learning situations. Besides, most of them experienced anxiety in specific situations. The findings on the coping strategies showed that most of the students indicated peer seeking is significantly effective strategy for coping with English as second language anxiety.

1. Introduction

The feeling of anxiety has been perceived to be a crucial effective variable which is highly correlated to second language acquirement. Learners often experience anxiety when speaking, particularly when they fear making errors in front of peers. This was highlighted in [1] that learners frequently feel embarrassed of making errors during class activities especially in front of the instructors and more

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proficient English speakers. Thus, this increases the anxiety among the learners and exacerbates speaking anxiety, creating a negative cycle that discourages active participation in class. Papi *et al.,* [2] claimed that second language (L2) anxiety is the most studied affective factor in second language acquisition. However, much of this research primarily focuses on general contexts or specific skills, with limited attention to the nuanced factors affecting anxiety among certain demographic groups. Hence, this study is focusing on tertiary students whose second language is English. These students who are studying in Malaysia higher learning institutions have developed anxiety in English especially in speaking. studies indicate that speaking anxiety is a significant concern among tertiary students. In a study conducted by Miskam *et al.,* [3] concluded that undergraduates showed a certain level of speaking anxiety.

Consequently, Malaysian graduates display a low level of speaking ability in English and thus, this situation has become a serious concern in securing employment in the future. This is supported by a study conducted by Siti Zahida *et al.,* [4] which found that students feel worried and nervous when they are aware that they are being evaluated and it often happens when they are required to speak in front of their peers whose English proficiency is higher compared to them. While these studies establish a strong link between speaking anxiety and English proficiency, they often focus on urban contexts or highly proficient students, leaving a gap in understanding the experiences of diploma students in less urbanized areas like Ipoh, Perak. Hence, this study demonstrates a clear correlation between speaking anxiety and English proficiency which suggests that fear of negative evaluation likely contribute to students' reluctance to involve in spoke English.

Factors such as communication apprehension, self-efficacy, and the learning environment of the students may arouse students' anxiety in learning English. Malik *et al.,* [5] investigated English communication apprehension among English as a foreign language (EFL) students and identified that students experienced communication apprehension due to low language proficiency and self-negative perceptions. The research also concluded that communication apprehension can hinder effective communication in English classes [5]. Communication apprehension often occurs in a varied setting and provides negative outcomes for speakers and listeners. Indeed, high levels of communication apprehension among students affect learning abilities and academic performance [6]. This concludes that students often refrain from involving in class discussions, which may hinder their learning experience and leads to increased anxiety to communicate in English.

Another factor is self-efficacy. Bandura's self-efficacy theory defines self-efficacy as an individual's belief of having power to finish required tasks or activities in accordance with competency level [7]. The higher the self-efficacy, the greater the chance to create calm feeling in tackling strenuous tasks or activities. Conversely, the lower the self-efficacy, the higher the thoughts of thinking that things are harder than expected and hence this belief may foster anxiety, stress and depression among students. Due to a low level of self-efficacy, an individual feels depressed, anxious and as a result they get easily stressed and give up the situation and choose to escape rather than coping with the situation. Eventually, students will lose interest if their self-efficacy is low and therefore motivation is important to display their self-efficacy in English classroom.

Finally, the learning environment is another factor that contributes to language anxiety. A person's behaviour is affected by the environment where they are engaged. It divides into social and physical environment. Family members, friends and colleagues are formed as a social environment whereas room size, conducive temperature and settings fall into physical environment. Both social as well as physical environment are important to build students' confidence to learn English language as well to reduce their

language anxiety. This study emphasizes that both the social and physical environments significantly influence students' English language learning. A study conducted by Israni *et al.,* [8] highlighted that a supportive context such as family and classrooms can improve students' self-esteem and reduce anxiety when learning English. The research suggested that learning environments are crucial for fostering language skills and self-assurance in using English. In short, the second language anxiety among students may be due to students' self-efficacy where their belief towards learning English would determine whether they can overcome their anxiety. Also, communication apprehension, which is the result of their negative self-perception, and the learning environment may affect students' anxiety in English [9].

The types of anxiety mainly developed by students in threatening situations. Students may view the learning environment or specific task as threats. This may be developed from the beginning or in specific situations. So, the types of anxiety are important to be analysed in the study of L2 anxiety. State-anxiety and test-anxiety are developed in certain situations such as in speaking task or English test, but trait-anxiety is something that have been developed by students since childhood. Above all, strategies to overcome the L2 anxiety are important in studying L2 anxiety among students in English class. Therefore, the three strategies namely preparation, relaxation and peer seeking are included in the study as they are interrelated to each other in terms of coping with the anxiety.

L2 anxiety has been extensively studied, with research emphasizing its impact on language acquisition, academic performance, and communication skills [10]. However, most existing studies focus on specific contexts, such as speaking anxiety [11] and anxiety in online versus in-person learning environments [12]. Limited research has been conducted on the holistic factors influencing second language anxiety, especially among diploma students in non-metropolitan regions like Ipoh, Perak where s, where students may face distinct challenges due to limited exposure to English and different social dynamics. Additionally, while the Foreign Language Classroom Anxiety Scale (FLCAS) is widely used, there is a need for more region-specific studies that address demographic and institutional influences on anxiety levels. Additionally, there is limited discussion on how coping mechanisms—such as preparation, relaxation, and peer seeking—can be integrated into classroom practices to alleviate anxiety effectively.

Furthermore, the role of external factors, such as teacher behavior, peer interaction, and classroom environment, remains underexplored in Malaysian contexts. The existing literature also lacks a comprehensive analysis integrating both classroom anxiety and personal coping mechanisms, particularly in higher education settings. Educators can use the findings to develop targeted interventions, such as anxiety-reduction strategies tailored to diploma students' needs. Institutions can design training programs for teachers to foster a supportive classroom environment, reducing anxiety-inducing behaviors. Besides that, policymakers can incorporate the findings into curriculum development, ensuring that language learning frameworks address both academic and emotional challenges.

This study aims to fill these gaps by exploring the multifaceted nature of second language anxiety among diploma students in Ipoh, focusing on the interplay of communication apprehension, self-efficacy, and the learning environment. It also examines how coping strategies can be customized to address these students' specific needs. By leveraging the FLCAS and incorporating region-specific insights, this study offers practical recommendations for educators, policymakers, and institutions to design targeted interventions that reduce anxiety and enhance language learning outcomes. The findings will contribute to the broader understanding of L2 anxiety by providing a holistic perspective on an underrepresented demographic.

2. Methodology

2.1 Research Design

The research design of this study is a survey. Hence, quantitative method is used in this study. Questionnaire is used to assess L2 anxiety among diploma students. The main reason for using questionnaire in this study is to obtain systematic result to achieve this study's aims. Through questionnaire, both highest and lowest value result can be obtained, and it is easy to identify the range of students affected by language anxiety. The questionnaire is a Likert-based scale. Systematic responses can be obtained by using a 4-Likert Scale. The scale ranges from agree to strongly disagree. Data is analysed through the mean, correlation and reliability from the SPSS data. This will help the researcher to identify the anxiety factors among undergraduates.

2.2 Population and Sample

The population for this study comprises 250 diploma students enrolled in higher education institutions in Ipoh, Perak. These students are actively engaged in English as a second language (ESL) courses, making them an ideal population for exploring factors contributing to second language anxiety. Simple Random Sampling was used to select 50 participants from a population of 250, ensuring equal chances of selection for all students and minimizing selection bias. A sample size of 50, representing 20% of the total population of 250, was chosen. This proportion is sufficient to explore the research question while maintaining a manageable scope. For a population of 250, a sample size of 50 provides adequate statistical power to identify trends in second language anxiety factors with a confidence level of 95% and a margin of error of approximately 10% [13]. While the sample size of 50 may not allow for broad generalization, it provides a focused investigation into second language anxiety factors among diploma students in Ipoh, Perak. The study intentionally focuses on diploma students from institutions in Ipoh, Perak, as they represent a distinct demographic with unique linguistic and sociocultural challenges. This targeted approach allows for a more nuanced understanding of the specific factors contributing to ESL anxiety in this underrepresented region. By concentrating on this group, the study provides valuable insights that might be diluted in a broader, less-focused investigation. Alo, the findings can serve as a basis for further research with larger, more diverse populations. Generalizability to other regions or educational contexts is not the primary objective of this study. Instead, the research aims to address a specific research gap: understanding ESL anxiety among diploma students in non-metropolitan regions like Ipoh. This context-specific focus provides a foundation for future studies to expand upon and compare findings across different settings. This targeted scope fills an existing research gap and lays the groundwork for future studies to examine more diverse populations to validate and extend the findings.

2.3 Instrumentation

The study employed a questionnaire to investigate L2 anxiety among diploma students. Foreign Language Classroom Anxiety Scale (FLCAS) [14] which consists of 33-items is designed to assess L2 anxiety. Positive statements are included in the questionnaire for an accurate data. These statements will

be analysed using the SPPS system. The FLCAS was chosen for its reliability (Cronbach's alpha = 0.93) and its ability to capture the multidimensional aspects of foreign language anxiety.

2.4 Data Collection Procedures

Participants were briefed about the study's objectives and their role in it through written invitations and follow-up communications. Before data collection, ethical approval was obtained from the relevant institutional review board. Participants were provided with an informed consent form outlining the purpose of the study, the voluntary nature of participation, and the measures taken to ensure confidentiality and anonymity. Only students who signed the consent form were included in the study. Participants were given clear instructions to complete the questionnaire.

2.5 Data Analysis Procedures

All the collected data were analyzed using the SPSS system. Firstly, all the data were inserted in the SPSS. Upon insertion of the data, the system was run to analyze the mean score of the variables for each category. Then, the items of the questionnaire are tested the reliability using Cronbach's Alpha. This is analyzed and discussed accordingly to identify the correlation of the items. Apart of it, the frequency of each item was analyzed to obtain the information for discussions of the results. All the data were transferred into a form of table to ease the analysis. Also, for the discussions, bar charts were used to illustrate the descriptive statistics data.

3. Findings and Results
3.1 Reliability Analysis of the Questionnaire

Reliability analysis is carried out on the questionnaire comprising 33 items. These 33 items are divided into three main categories: anxiety factors, types of anxiety and anxiety coping strategies [15]. The reliability analysis gives an understanding that the instrument designed and used in this research is highly reliable and accepted [16]. The items in each category show a value of 0.70 above. The Cronbach's Alpha value doesn't exceed above 0.90. Therefore, this indicates the items in the questionnaire are in a range of acceptable to a good level and the items are well designed. They are correlated to the overall questionnaire. Thus, items are reliable and acceptable to answer the research questions of this study.

3.2 Pilot Study

The reliability analysis for self-efficacy showed that it is very highly reliable and indicated a high internal consistency with 0.78 of the Cronbach's Alpha for a total of 7 items. It was found that only one item looks problematic as the value was below r=0.30. Therefore, most items appeared to be worthy of retention, resulting in a decrease in the alpha if deleted. The one exception is item four, which would increase the alpha α=0.841. However, removal of this item isn't necessary as it is still in the high reliability range. Hence, all the items are acceptable and reliable for answering the research question.

Similarly, the value of Cronbach's Alpha for the items of communication apprehension showed 0.76 which reflects high reliability of the measuring instrument. However, item 2 was found out to be challenging with correlation value below 0.30. Furthermore, most items appeared to be worthy of

retention, resulting in the same range of alpha score. In contrast item two items which are "I don't feel confident when I speak in the English language class" and "I feel very self-conscious about speaking English language in front of other students" indicated exceptions, which would decrease the alpha α=0.699 and α=0.694 respectively. The decrease of Cronbach's alpha would result in low internal consistency. So, the removal of these two items should are considered and necessary for the improvement of the questionnaire.

The reliability for the items comprising of 6 items for state-anxiety has shown a high reliability of the measuring instrument. The items are therefore in high internal consistency and reliable for the questionnaire. However, the correlation values for the items "I don't feel afraid to make mistakes in English class if the lecturer is not strict" and "I get nervous when lecturer asks me questions suddenly in my English class" from the 6 items are low and therefore they need to be removed.

Besides that, the items for trait-anxiety show high reliability too with high internal consistency, Cronbach's Alpha value of 0.72. All the items on trait-anxiety are correlated with each other except for the item "I often feel like not going to my language class" in the list. The correlation value is below 0.03. Therefore, all the items under trait-anxiety will be retained even though the correlation value of item is below 0.03. This is because the removal of this item would only contribute a small improvement in Cronbach's Alpha.

Finally, the reliability of the items on anxiety coping strategies shows a high internal consistency with 0.77 of Cronbach's Alpha value. All the items are highly correlated except for items. The items are "I try to make a habit of studying English every day" and "I try to relax when I am in my English class". The removal of these two items from the questionnaire would lead to an increase in alpha.

Based on the pilot study, one major improvement is made to the anxiety factors by adding in another fundamental factor which is learning environment. Some of the items listed under communication apprehension and self-efficacy are highly related to the learning environment. Moreover, since one of the objectives of this study is to find out the types of anxiety, test-anxiety should be included as well for better results. Therefore, items for test-anxiety will be added in the real study.

In addition, the anxiety coping strategies will be divided into few categories to obtain a highly reasonable result and easy to discuss the findings. Therefore, the items in the anxiety coping strategies will be allocated in three categories namely preparation, relaxation and peer seeking. This may enhance the students' understanding as well as the results of the study.

Table 1 shows the items in the questionnaire to answer the research questions. So, all 33 items are divided into three main categories: anxiety factors, types of anxiety and anxiety coping strategies. It is clearly shows in Table 1 how items are assembled under each research question.

Table 1
Questionnaire

Research questions	Num. of items
1. What is the factor leading to students' language anxiety in learning English as a second language?	Category I Anxiety factors : 18 items
2. What is the type of anxiety being faced by the students in learning English language?	Category II Types of anxiety : 6 items
3. What is the anxiety coping strategy preferred by the students in overcoming second language anxiety?	Category III Anxiety coping strategies : 9 items

3.3 Analysis of Data

The collected data is run using the SPSS. The mean score of each category is analyzed to answer the research questions. The mean score for each category is analyzed.

Research question 1: What is the factor leading to students' language anxiety in learning English as a second language?

Research question 2: What is the type of anxiety being faced by the students in learning English language?

Research question 3: What is the anxiety coping strategy preferred by the students in overcoming second language anxiety?

3.3.1 The interpretation of statistics output

SPSS Statistics generates the Descriptive statistics output as discussed in the following analysis. It discusses the descriptive statistics of anxiety factors, types of anxiety and anxiety coping strategies. The descriptive statistics include the mean, standard deviation and number of items. The output is discussed below.

As illustrated in Table 2 below, it was found that self-efficacy has resulted as the most feared factor in ESL learning with the highest mean with standard deviation (mean = 2.47, SD = .84). Similarly, [17] highlighted that low self-efficacy amplifies anxiety in foreign language contexts, impacting academic outcomes negatively. On the other hand, the second highest factor is communication apprehension (mean = 2.37, SD = .75). The result is as the result from a study conducted by Emine *et al.,* [18] that claimed pre-service English teacher had varying levels of communication apprehension and are notably more apprehensive in certain situations Meanwhile, the least feared factor is the learning environment which has scored the lowest mean and standard deviation (mean = 2.31, SD = .73). Hence, the result from the data shows that self-efficacy and communication apprehension is the factor leading to students' language anxiety in learning English as a second language.

Table 2
Anxiety factors

Anxiety factors	N	Mean	Standard deviation
Self-efficacy	50	2.47	.84
Communication apprehension	50	2.37	.75
Learning environment	50	2.31	.73

3.3.2 Mean score for types of anxiety

Table 3 shows that state-anxiety is a kind of anxiety experienced by most of the students. The result shows that state-anxiety scored the highest mean score compared to the other types of anxiety (mean = 2.58 SD = .87). Indeed, a study on 134 EFL Saudi undergraduate students [19] revealed that they feel anxious when those around them are better in English. It supports the findings that state-anxiety is likely to be experienced by diploma students. Besides that, trait-anxiety has resulted in being the second highest kind of anxiety experience by the students (mean = 2.52, SD = .99). It can be viewed from the data that there is only a small difference between state-anxiety and trait-anxiety.

This concluded that trait-anxiety also has closely contributed to the feeling of anxiety when being in English learning context. In contrast, students have less fear of test-anxiety which the marked as the least kind of anxiety among the students (mean = 2.38, SD = .93). As a result, state-anxiety is the type of anxiety being faced by the students in learning English language.

Table 3
Types of Anxiety

Types of anxiety	N	Mean	Standard Deviation
State-anxiety	50	2.58	.87
Trait-anxiety	50	2.52	.99
Test-anxiety	50	2.38	.93

3.3.3 Mean score for anxiety coping strategies

Table 4 shows students prefer seeking peers to overcome their anxiety in English language as the result shows the highest among the anxiety coping strategies (mean = 2.77, SD = .60). On the other hand, being relaxed is the second preferable strategy among the students to lower their anxiety (mean = 2.58, SD = .73) whereas the least preferable strategy is doing preparation for the language class (mean = 2.20, SD = .78). Similarly, [20] found that participants in a study on key performance indicator admitted that lack of preparation and practices are made to enhance speaking performance when dealing with clients in English. Hence, it was found that peer seeking is the most preferred strategy among the students in overcoming second language anxiety.

Table 4
Anxiety coping strategies

Anxiety coping strategies	N	Mean	Standard deviation
Preparation	50	2.20	.78
Relaxation	50	2.58	.73
Peer seeking	50	2.77	.60

3.4 Correlation Analysis

Correlation analysis is conducted to find out the relationship between the variables in the anxiety factors, types of anxiety and anxiety coping strategies. Table 5 has provided some guidelines to determine the strength of the relationship between variables by proving the descriptors for the coefficients [21].

Table 5
The strength of the correlation coefficient

Trivial	Low to moderate	Moderate to substantial	Substantial to very strong	Very strong	Near perfect
$0.01 - 0.09$	$0.10 - 0.29$	$0.30 - 0.49$	$0.50 - 0.69$	$0.70 - 0.89$	0.90

3.4.1 Correlations for anxiety factors

Table 6 shows the result of the relationship between the three factors of language anxiety. Pearson correlation output shows that the correlation coefficient between self-efficacy and communication

apprehension is r=.81 which shows a very strong and significant correlation between self-efficacy and communication apprehension.

The correlation coefficient is significant at the 0.01 level (2-tailed). The correlation shows a strong and positive correlation between self-efficacy and communication apprehension and this relationship is significant. This would mean that generally students who have high self-efficacy factor tend to also have communication apprehension.

Similarly, the output also illustrates that it has a very strong relationship with the learning environment with correlation coefficient r=.78 which is significant at the level 0.01 (2-tailed). Hence, students who are experiencing communication apprehension tend to be experiencing learning environment factor when learning English language.

In addition, learning environment also strongly correlated with self-efficacy with correlation coefficient value r=.75 which is notified at 0.01 level. This concludes about students that they are found to be facing both self-efficacy and learning environment as their anxiety factors in learning English as a second language. Thus, it concludes that learning environment is very strongly correlated with self-efficacy. Students when learning English tend to develop anxiety in learning environment as well as in communication.

Table 6
Correlation between self-efficacy, communication apprehension and learning environment

		Mean Self-efficacy	Mean Communication apprehension	Mean Learning environment
Mean Self-efficacy	Pearson correlation	1	.81**	.75**
	Sig. (2-tailed)		.000	.000
	N	50	50	50
Mean Communication apprehension	Pearson correlation	.81**	1	.78**
	Sig. (2-tailed)	.000		.000
	N	50	50	50
Mean Learning environment	Pearson correlation	.75**	.78**	1
	Sig. (2-tailed)	.000	.000	
	N	50	50	50

** Correlation is significant at the 0.01 level (2-tailed)

3.4.2 Correlations for types of anxiety

Table 7 shows the Pearson correlation output between the three types of anxiety: state-anxiety, trait-anxiety and test-anxiety. The correlation coefficient between state-anxiety and trait-anxiety is r=.56. It is significant at the 0.01 level (2-tailed) and thus indicates that state-anxiety has a substantial to very strong relationship with trait-anxiety. It would mean that students who are facing state-anxiety tend to experience trait-anxiety at a considerable level. Besides that, the Pearson correlation also was run to identify the relationship between trait-anxiety and test-anxiety. The correlation coefficient between trait-anxiety and test-anxiety is r=.60 which is significant at the level 0.01 (2-tailed). This means that the relationship between trait-anxiety and test-anxiety is at substantial to very strong level. Hence, students with trait-anxiety tend to experience test-anxiety as well in learning English.

Likewise, the correlation coefficient between test-anxiety and state-anxiety is r=.41. The significant value is .003. This indicates that the significance level is relatively larger than 0.01 and therefore the correlation between state-anxiety and test-anxiety is not significant and these two variables are not

linearly related. It concludes that students who have developed state-anxiety don't develop test-anxiety in learning English.

Table 7
Correlations between state-anxiety, trait-anxiety and test-anxiety

		Mean State-anxiety	Mean Trait-anxiety	Mean Test-anxiety
Mean State-anxiety	Pearson correlation	1	.56**	.41**
	Sig. (2-tailed)		.000	.003
	N	50	50	50
Mean Trait-anxiety	Pearson correlation	.56**	1	.60**
	Sig. (2-tailed)	.000		.000
	N	50	50	50
Mean Test-anxiety	Pearson correlation	.41**	.60**	1
	Sig. (2-tailed)	.003	.000	
	N	50	50	50

** Correlation is significant at the 0.01 level (2-tailed)

3.4.3 Correlations for anxiety coping strategies

Table 8 illustrates the Pearson correlation output for anxiety coping strategies: preparation, relaxation and peer seeking. The correlation coefficient between preparation and relaxation is r=.24 which is at moderate to substantial level. This shows that the relationship between these two variables is at very moderate.

The variables are not significantly related as the significant value is .087 larger than the significance value 0.05 (2-tailed). Therefore, students who practice preparation as an anxiety coping strategy in learning English don't practice relaxation. There is a vast difference in these two strategies among the students.

The relationship between relaxation and peer seeking was also tested to find out the correlation level. The Pearson correlation value between relaxation and peer seeking is r=.28 with significance value .049. This shows that the relationship between relaxation and peer seeking is at a low to moderate level.

Moreover, the significance value is larger than 0.05 (2-tailed) and therefore they are not correlated and not significantly related. This concludes that both relaxation and peer seeking are two different strategies to cope with anxiety when learning English. Hence, students would prefer to choose relaxation to overcome their anxiety in learning English.

The output also shows the relationship between peer seeking and relaxation. The correlation coefficient value is r=.23 while the significance value is .097. From the output, it is understood that peer seeking, and relaxation strategies are not significantly correlated for the significance value is larger than 0.05 (2-tailed). Moreover, the relationship between these two strategies is low to moderate. Thus, students who are seeking peers to overcome their language anxiety don't seem to prefer relaxation is one of the anxiety coping strategies.

Table 8
Correlations between preparation, relaxation and peer seeking

		Mean Preparation	Mean Relaxation	Mean Peer seeking
Mean Preparation	Pearson correlation	1	.24	.23
	Sig. (2-tailed)		.087	.097
	N	50	50	50
Mean Relaxation	Pearson correlation	.24	1	.28*
	Sig. (2-tailed)	.087		.049
	N	50	50	50
Mean Peer seeking	Pearson correlation	.23	.28*	1
	Sig. (2-tailed)	.097	.049	
	N	50	50	50

** Correlation is significant at the 0.05 level (2-tailed)

4. Conclusion

This study has found out the factors leading to anxiety in learning English as a second language among the diploma students. Of all the anxiety factors, it has been identified that the students' self-efficacy is very high and that has led to their anxiety arousal. Self-efficacy occurs due to the students' emotional and personal reactions towards the acquisition of English language.

Apart from that, motivation or self-esteem play an important key role in assessing students' self-efficacy. Students with high self-efficacy often face very low self-esteem. They could develop beliefs such as they couldn't do the best in English class or other students are better than themselves in learning English. This occurrence is a phenomenon where anxiety arousal appears in students.

Meanwhile, they found that they have a very low self-efficacy in ESL learning. According to Bandura's (1991) theory, self-efficacy is one's belief towards something. Therefore, the students have a negative perception of their ability in learning English. They are uncertain of their ability to perform well in English class.

Besides that, this study has also found the kind of anxiety experienced by the diploma students. State-anxiety has become the major kind of anxiety facing by most of the students when it comes to learn English language. This could be due to the reason that students are too worried about giving the best performance in the assessments to achieve good grades.

Students in college are usually assessed through speaking skills, presentations and projects. Therefore, the pressure on them to get good results changes into an anxiety. However, it was discussed that this type of anxiety may reduce as time goes on and as the students gain experience by getting used to the assessments in the coming semesters. Nonetheless, state anxiety if not recovered, will develop into trait-anxiety that would lead to a permanent anxiety towards a stimulus that acts as a threat.

The analysis from this study has shown that there is not much difference in the mean score between state-anxiety and trait-anxiety. So, it can be concluded that, the diploma students have developed second language anxiety in learning English since schooling years. This could be related to the context or the learning environment where the students have engaged.

Lastly, the study has found out the anxiety coping strategies in second language learning. In English class, most of the diploma students seek their peers to cope with the anxiety on certain situations. The

majority agreed that they ask their classmates if they understand the lesson. The study has showed that peer seeking is the most frequently used strategy in English class. It helps students to deal with language anxiety. This action reduces the anxiety arousal and enables the students to learn the language at ease.

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