Types and Main Sources of Foreign Language Anxiety Possessed by Second and Sixth Semester Students of English Department in Faculty of Letters, Jember University

(Tipe-Tipe dan Sebab-Sebab Utama dari Kegelisahan Berbahasa Asing yang Dimiliki oleh Mahasiswa-Mahasiswa Semester Dua dan Semester Enam Jurusan Sastra Inggris Fakultas Sastra Universitas Jember)

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Abstrak

Penelitian ini berfokus pada tipe-tipe utama dari kegelisahan berbahasa asing yang dimiliki oleh mahasiswa semester dua dan semester enam dan penyebab-penyebab utamanya. Untuk mengumpulkan data, penelitian ini menggunakan kuesioner. Metode pertama yang digunakan untuk menganalisa kuesioner adalah analisis statistikal deskriptif yang digunakan untuk mengukur skala dari kegelisahan berbahasa asing dan untuk mencari tahu tipe-tipe dari kegelisahan berbahasa asing mahasiswa. Kemudian, metode kedua adalah analisis konten yang digunakan untuk menginvestigasi penyebab-penyebab utama dari kegelisahan berbahasa asing mahasiswa. Hasil penelitian ini menunjukkan bahwa baik semester dua maupun semester enam merasa gelisah saat belajar Bahasa Inggris di dalam kelas. Walaupun mereka merasa gelisah ketika belajar Bahasa Inggris di dalam kelas, mereka tidak memiliki tipe-tipe utama kegelisahan berbahasa asing yang sama. Sementara itu, penyebab-penyebab kegelisahan berbahasa asing mereka teridentifikasi sebagai berikut: 1) mereka merasa bahwa kemampuan berbahasa Inggris mereka tidak bagus; 2) mereka jarang mempraktikkan Bahasa Inggris mereka; 3) rendahnya kepercayaan diri siswa; 4) mereka kurang siap saat belajar di dalam kelas; 5) mereka takut untuk membuat kesalahan; 6) kosa kata yang mereka kuasai kurang; 7) mereka belum terbiasa dengan lingkungan berbahasa Inggris.

Kata Kunci: Perolehan Bahasa Kedua, Kegelisahan, Kegelisahan Berbahasa Asing

Abstract

This research is focused on the main types of foreign language anxiety that second semester students and sixth semester students have and the main sources of their foreign language anxiety. To gather the data, this research uses questionnaire. The methods that are use to analyze the questionnaire are descriptive statistical analysis and content analysis. Descriptive statistical analysis is used to measure the scale of foreign language anxiety and to find out the types of students' foreign language anxiety. Then, the second method is content analysis which is used to investigate the main sources of students' foreign language anxiety. The result of this research shows that both of second and sixth semester students feel anxious when learning English in the classroom. Although both of them feel anxious when learning English in the classroom, they do not share the same main types of foreign language anxiety. Meanwhile, the sources of their foreign language anxiety were identified as: 1) they feel that their English skill is not good; 2) they rarely practice their English; 3) they have low self-confidence; 4) they are not well-prepared for the class; 5) they are afraid to make mistakes; 6) they lack of vocabulary; 7) they have not been accustomed to English environment.

Keywords: Second Language Acquisition, Anxiety, Foreign Language Anxiety

Introduction

As a student of English Department, it is a must for a student to mastering four basic skills, namely reading, writing, listening and speaking. But it is not easy to master these four basic skills. Many students' mind goes blank when they have to speak English in front of the class or in front of native

speakers. When the other students listen to spoken English, they get difficulties to catch and understand the phrase. "Many people claim to have a mental block against learning a foreign language although these same people may have strong motivation and sincere liking for speakers of target language"(Horwitz, Horwitz and Cope, 1986:125). Further, Horwitz et al. (1986:125) explains that "they may have anxiety reaction which impedes their ability to perform successfully in a foreign language class".

Sarason (1984:931) mentions "anxiety is usually defined as a complex state that includes cognitive, emotional, behavioral and bodily reactions". Meanwhile Horwitz et. al. (1986:125) state that "anxiety is a major obstacle to be overcome in learning to speak another language". Horwitz et al. (1986:126) say that the scholars' studies indicate that anxiety can affect the communication strategies students employ in language class. "They have difficulty concentrating, become forgetful, sweat and have palpitation" (Horwitz, et al., 1986:126). Less anxious students tend to perform the second language better than highly anxious students.

The second semester students are chosen because it is their first year to study in an English environment. Learning English in high school and in university are different because in high school, they learn English as one of school subjects meanwhile in University, they learn English as their major. This condition makes them feel anxious when learning English in English environment. Meanwhile, the sixth semester students are chosen because they have finished their English basic classes such as writing, reading, speaking, listening, and grammar, so that they are considered to have been accustomed to English environment.

Horwitz et al. (1986:127-128) divide foreign language anxiety into 3 types:
1) Communication apprehension

This type is defined as "a type of shyness characterized by fear of or anxiety about communicating with people" (Horwitz et al., 1986:127). Those who have this kind of anxiety are always nervous when they have to speak foreign language in front of a lot of people or native speaker. Furthermore, they also stated that "difficulty of speaking in dyads or groups (oral communication anxiety) or in public ('stage fright"), or in listening to or learning spoken message (receiver anxiety) is all manifestation of communication apprehension" (1986:127). Communication apprehension or some similar reaction plays a big role in foreign language anxiety. People who typically have trouble speaking in groups are likely to experience even greater difficulty speaking in
a foreign language class where they have little control

of the communicative situations and their performance is constantly monitored.
2) Test anxiety

Horwitz et al. defines test anxiety as "a type of performance anxiety stemming from a fear of failure" (1986:127). Students who have test anxiety often put unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure. Students who are test-anxious in foreign language class probably experience considerable difficulty since tests and quizzes are frequent and even the brightest and most prepared students often make errors.
3) Fear of negative evaluation

Fear of negative evaluation is defined as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" (Horwitz et al., 1986:128). Although similar to test anxiety, fear of negative evaluation is broader in scope because it is not limited to test-taking situations; rather, it may occur in any social, evaluative situation such as interviewing for a job or speaking in foreign language class (Horwitz et al., 1986:128).

The problems to discuss in this research are:
1. Do the second semester students who have not been accustomed to English environment feel anxious when learning English in the classroom?
2. Do the sixth semester students who have been accustomed to English environment also feel anxious when learning English in the classroom?
3. If they have, what types of foreign language anxiety do the second semester students and the sixth semester students of English Department in Faculty of Letters, Jember University have? Do they share the same types of foreign language anxiety?
4. What are the main sources that make the second semester students and the sixth semester students of English Department in Faculty of Letters, Jember University feel anxious?

Research Method

The type of this research is mixed method research that combines quantitative research and qualitative research (Dornyei, 2007:44). Quantitative research is used in this research because this research is focused on the questionnaire's answer that has been converted into numbers as the main data of research. Meanwhile, qualitative research is used to analyze the main sources of students' foreign language anxiety which are in form of words.

This research uses homogeneous sampling to take the participants. Dornyei (2007:127) explains that homogenous sampling is when "the researcher selects participants from a particular subgroup who share

some important experience relevant to our study (for example they have participated in a study-abroad program)". With this sampling strategy, the researchers takes second semester students and sixth semester students of English Department in Faculty of Letters, Jember University as the participants.

To gather the data, this research uses questionnaire. The questionnaire is distributed to the students' and immediately taken back after they finish answering the questionnaire. FLCAS (Foreign Language Classroom Anxiety Scale) developed by Horwitz et al. (1986:127-128) is used as the base questions in the questionnaire. It was developed by Horwitz et al. (1986:127-128) to measure the foreign language scale that students have in the classroom.

After the distribution of the questionnaire has been done, the data are classified according to the academic year, then, tallied and tabulated.

The methods that are used to analyze the questionnaire are descriptive statistical analysis and content analysis. "Descriptive statistics helps us summarize findings by describing general tendencies in the data and the overall spread of the scores (i.e. how varied the scores are)" (Dornyei, 2007:213). Meanwhile, "content analysis is a method which helps the researcher to analyze the content of documents" (Denscombe, 2007:236).

The data that have been classified, tallied, and tabulated in Microsoft Excel, then, are used to identify whether the second semester and the sixth semester students feel anxious to learn English in English environment and the types of foreign language anxiety that second semester students and sixth semester students have. It also is used to reveal the main sources of students' foreign language anxiety.

Results

From the analysis of the questionnaires' answers, here are the results. Second semester students who have not been accustomed to English environment and sixth semester students who have been accustomed to English environment feel anxious when learning English.

Furthermore, there are four types of foreign language anxiety that second semester students have. They are communication apprehension (39%), test anxiety (37%), fear of negative evaluation (23%), and combination between communication apprehension and fear of negative evaluation (1%).

Meanwhile, sixth semester students also have four types of foreign language anxiety. They are communication apprehension (41%), fear of negative evaluation (37%), test anxiety (20%), and the combination between test anxiety and fear of negative evaluation (2%).

Second semester students have 7 main sources of their foreign language anxiety. They are: 1) they feel that their English skill is not good; 2) they rarely practice their English; 3) they have low self-confidence; 4) they are not well-prepared for the class; 5) they are afraid to make mistakes; 6) they lack of vocabulary; 7) they have not been accustomed to English environment. Meanwhile, sixth semester students only have 3 main sources of foreign language anxiety. They are: 1) they are not well-prepared for the class; 2) they feel that their English skill is not good; 3) they lack of vocabulary.

Discussion

To measure the anxiety scale of the students, the FLCAS are scored with the score below:

Table 1 FLCAS' score to measure the students' anxiety scale

	Score
Strongly Agree	5
Agree	4
Neither Agree nor Disagree	3
Disagree	2
Strongly Disagree	1

In case of the questions that have reversed meaning, the score were reversed such as below:

Table 2 The FLCAS' reversed score

	Score
Strongly Agree	1
Agree	2
Neither Agree nor Disagree	3
Disagree	4
Strongly Disagree	5

Every questionnaire's answer that has been converted into numbers was tallied. The range of total score in this scale was 33-165; meanwhile the average total score of this scale was 99. The higher the total score is, the more anxious the student is.

The FLCAS is consisting of 33 questions which are reflective of communication apprehension, test anxiety, and fear of negative evaluation. Huang's model (as cited in Cao, 2011:76) was used in this research because Horwitz et al. (1986:129) did not give clear explanation about how to classify the FLCAS in

their article. According to Huang's model (as cited in Cao, 2011:76) of FLCAS, the FLCAS is classified as presented in table 3.

The student's answers were classified based on Huang's model (as cited in Cao, 2011:76) of FLCAS. The classified answers which get the highest mean score were that student's foreign language anxiety type.

Table 3 Huang's model of FLCAS*

Communication Apprehension	1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32
Test Anxiety	3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28
Fear of Negative Evaluation	2, 7, 13, 19, 23, 31, 33

* as cited in Cao, 2011:76

a. Second Semester Students' Foreign Language Anxiety Scales

The lowest score of foreign language anxiety for second semester students is 76. It shows that this student has the lowest anxiety. Meanwhile, the highest score of foreign language anxiety is 136. It shows that this student has the highest anxiety. This score is quite high, considering of the average score of this scale (99).

The second semester students whose score above the average score (100-136) are 61%. About 6% students get FLCAS score 76-79; 13% students get FLCAS score 80-89; 20% students get FLCAS score 90-99; 29% students get FLCAS score 100-109; 22% get FLCAS score 110-119; 9% students get FLCAS score 120-129; and 1% students get FLCAS score 130-136. From the data above, considering that the average score is 99, it shows that the majority of second semester students who have not been accustomed to English environment feel anxious when learning English.

b. Sixth Semester Students' Foreign Language Anxiety Scales

The minimum score of sixth semester students' FLCA is 71. This score means that this particular student has the lowest anxiety than others. Meanwhile the highest score is 133. Although the highest score of sixth semester students is lower than the second semester students' higher score, this score is still quite high, considering that the average score of this scale is 99.

54% out of 59 sixth semester students get their FLCAS score above the average score. About 7% students get FLCAS score 71-79; 19% students get score 80-89; 20% students get score 90-99; 25% students get score 100-109, 19% students get score 110-119; 6% students get score 120-129; and 2%

students get score 130-133. From these data, considering that the average score of FLCAS was 99, it

proves that although sixth semester students have been accustomed to English environment, that majority still feel anxious when learning English. However, the percentage of six semester students who feel anxious when learning English is a bit lower than the percentage of second semester students.

c. Second Semester Students' Foreign Language Anxiety Types

Based on the results of the questionnaire, it can be depicted a general picture of the second semester students' foreign language anxiety. First, they have difficulty of speaking English in front of the class or in front of native speakers. They endorse FLCAS item "It frightens me when I don't understand what the teacher is saying in the foreign language" (54%).

Second, they fear of failure on the class. They endorse FLCAS item, "I worry about the consequences of failing my foreign language class" (73%); and disagree with statement "I don't feel pressure to prepare very well for language class" (45%).

Third, they fear that their friends will laugh over the mistakes that they make. They are also afraid that the lecturer is ready to correct their mistakes, thus they fear of making mistakes. They endorse FLCAS item, "I keep thinking that the other students are better at languages than I am" (58%); and they disagree with statement such as "I don't worry about making mistakes in language class" (31%).

d. Sixth Semester Students' Foreign Language Anxiety Types

Based on the results of the questionnaire, it can be depicted a general picture of the sixth semester students' foreign language anxiety. First, they get nervous when they have to speak English in front of the class and when they talk to English native speakers. They endorse statement "I never feel quite sure of myself when I am speaking in my foreign language class" (49%); while disagreeing with statement, "I would probably feel comfortable around native speakers of the foreign language" (32%).

Second, they fear of failure in the class, although they are well-prepared, they still feel anxious. They feel that the classes are moving so fast until they are afraid that they will get left behind. They endorse statement, "I worry about the consequences of failing my foreign language class" (73%); while they disagree with statement, "I don't feel pressure to prepare very well for language class" (31%).

Third, they feel that other students are better at English than them so that they are afraid that other students and the lecturer will laugh at their mistakes therefore they avoid to voluntarily answering. They endorse statement, "I get nervous when the language

teacher asks questions which I haven't prepared in

advance" (59%) while disagreeing to statement "I don't worry about making mistakes in language class" (28%).

e. The Main Sources of Second and Sixth Semester Students' Foreign Language Anxiety

Table 4 The Main Sources of Second and Sixth Semester Students' Foreign Language Anxiety

Second Semester Students	Sixth Semester Students
1) They feel that their English skill is not good.	1) They feel that their English skill is not good.
2) They rarely practice their English.	2) They are not well-prepared for the class.
3) They have low self-confidence.	3) They lack of vocabulary.
4) They are not well-prepared for the class.	
5) They are afraid to make mistakes.	
6) They lack of vocabulary.	
7) They have not been accustomed to English environment.	

From the table above, it can be concluded that second semester students have more main sources of foreign language anxiety than sixth semester students. Second semester students who have not been accustomed to English environment, have seven main sources of foreign language anxiety, meanwhile sixth semester students who have been accustomed to English environment, only have three main sources of foreign language anxiety.

Conclusions and Suggestions

Based on the students' answers on the questionnaire, it can be seen that first, the majority of the second semester students who have not been accustomed to English environment feel anxious when learning English.

Second, the sixth semester students who have been accustomed to English environment also feel anxious when speaking English. However, the percentage of six semester students who feel anxious when speaking English is a bit lower than the percentage of second semester students.

Third, second semester students have four types of foreign language anxiety. The most dominant type of foreign language anxiety that second semester students have is communication apprehension. The second most dominant type is test anxiety. The third most dominant type is fear of negative evaluation. The least dominant type is the combination between communication apprehension and fear of negative

evaluation. Meanwhile sixth semester students also have four types of foreign language anxiety. The most dominant type of foreign language anxiety that sixth semester students have is communication apprehension. The second most dominant type is fear of negative evaluation. The third most dominant type is test anxiety. The least dominant type of foreign language anxiety that sixth semester students have is the combination between test anxiety and fear of negative evaluation.

Fourth, second semester students have seven main sources of their foreign language anxiety. Meanwhile, sixth semester students only have three main sources of foreign language anxiety.

Finally, this thesis is expected to give contribution in understanding the students' foreign language anxiety types and their main sources of foreign language anxiety. Hopefully this study is useful for others as the reference of the study about SLA which focuses on the types of foreign language anxiety and also can help the further analysis in the same study.

Acknowledgments

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