DIMENSIONS OF SECOND LANGUAGE ANXIETY

Ridha Fadillah, M. Ed



National Library of Indonesia: Cataloguing-in-Publication Data

Fadillah, Ridha Dimensions of Second Language Anxiety

Copyrirght © 2009 Antasari Press

This book is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Antasari Press

Publisher : Antasari Press

Jl. A. Yani Km. 4,5 Banjarmasin - Kalimantan Selatan

Telp. (0511) 3252829 Fax. (0511) 3254344

First Printing: August 2009, 140x210 mm, vii + 73 pages

ISBN 978-979-3377-31-5

ACKNOWLEDGEMENTS

In the name of God Allah. Praise is only to God Allah. My greatest thanks are only to Allah SWT who makes me able to finish this Dimensions of Second Language Anxiety book.

Anxiety is one factor that influences achievement in English language acquisition. Anxiety is a problem for many foreign language students. There are many studies connected with anxiety and students' achievements that have been conducted by many educators, language teachers, experts in education and researchers. They have been interested in the phenomenon of foreign language anxiety for a number of years. This book is expected to be one of references for ones who want to learn second language acquisition deeply.

This book will provide an overview of the foreign language anxiety. This book consists of 4 chapters. Chapter 1 is introduction, chapter 2 discusses dimensions of second language anxiety, chapter 3 provides anxiety and student's achievement in English as a foreign language: a study of adolescents at Sekolah Menengah Umum Negeri 1 Banjarbaru in South Kalimantan, and chapter 4 is discussion and conclusion.

Finally, I thank to my beloved parents and wife who support and encourage me in writing this book. And I welcome all critics and suggestions for better things.

Banjarbaru, August 2009
The Writer

TABLE OF CONTENTS

| ACKNO' | WLEDGEMENTS | iii | | |
|-------------------|--|-----|--|--|
| TABLE OF CONTENTS | | | | |
| LIST OF TABLES | | | | |
| LIST OF | LIST OF FIGURES | | | |
| | | | | |
| СНАРТ | TER 1 INTRODUCTION | | | |
| A. | Introduction | 1 | | |
| В. | Conclusion | 5 | | |
| | | | | |
| СНАРТ | TER 2 DIMENSIONS OF SECOND LANGUAGE | | | |
| | ANXIETY | | | |
| A. | Introduction | 6 | | |
| В. | Anxiety | 7 | | |
| C. | Dimensions of Second Language Anxiety | 10 | | |
| D. | Gardner's Socio-Educational Model | 15 | | |
| E. | Relationship between Foreign Language Anxiety and | | | |
| | Language Achievement | 17 | | |
| F. | Review of Empirical Studies: Relationship between | | | |
| | Foreign Language Anxiety and Language | | | |
| | Achievement | 18 | | |
| G. | Review of Empirical Studies: Gender Differences in | | | |
| | Language Anxiety | 27 | | |
| Н. | Conclusion | 28 | | |

CHAPTER III ANXIETY AND STUDENT'S ACHIEVEMENT IN ENGLISH AS A FOREIGN LANGUAGE: A STUDY OF ADOLESCENTS AT SEKOLAH MENENGAH UMUM NEGERI 1 BANJARBARU IN SOUTH KALIMANTAN

| | A. | Introduction | 30 | | |
|--------------------------------------|----|---|----|--|--|
| | В. | Profile of the School | 31 | | |
| | C. | Respondents' Profile | 32 | | |
| | D. | Respondents' English Language Achievement | 35 | | |
| | E. | Reliability Coefficient Analyses | 37 | | |
| | F. | Findings | 38 | | |
| | G. | Conclusion | 50 | | |
| CHAPTER IV DISCUSSION AND CONCLUSION | | | | | |
| | A. | Introduction | 52 | | |
| | B. | Discussion | 52 | | |
| | C. | Pedagogical Implications | 59 | | |
| | D. | Conclusion | 61 | | |
| | | | | | |
| REF | ER | ENCES | 63 | | |
| | | | | | |

LIST OF TABLES

| Table 3.1 | Students Population of SMUN 1 Banjarbaru by | |
|------------|---|----|
| | Gender | 32 |
| Table 3.2 | Respondents Based on Age and Gender | 33 |
| Table 3.3 | Parents' Occupation and Informal English | |
| | Language Education of Students | 34 |
| Table 3.4 | Respondents' English Language Achievement | 36 |
| Table 3.5 | A Comparisons of Cronbach's Alpha for FLCAS | 37 |
| Table 3.6 | Level of Foreign Language Anxiety of Students | 38 |
| Table 3.7 | Foreign Language Anxiety: Mean Ratings and | |
| | Standard Deviation | 40 |
| Table 3.8 | Result for Pearson Correlation between Anxiety | |
| | Dimensions and Students' Achievement | 44 |
| Table 3.9 | Rating Scores, Standard Deviations and Standard | |
| | Error Mean of Students' Anxiety by Gender | 46 |
| Table 3.10 | Results of t-Test for Gender Differences in Foreign | |
| | Language Anxiety | 47 |

LIST OF FIGURES

| Figure 1 | Gardner's Socio-Educational Model | 16 |
|----------|--|----|
| Figure 2 | Respondents Based on Age and Gender | 33 |
| Figure 3 | Parents' Occupation and Informal English | |
| | Language Education of Students | 35 |
| Figure 4 | Respondents' English Language Achievement | 36 |
| Figure 5 | Overall Level of Foreign Language Anxiety | 39 |
| Figure 6 | Level of Students' Communication Apprehension | 41 |
| Figure 7 | Level of Students' Fear of Negative Evaluation | 42 |
| Figure 8 | Level of Students' Test Anxiety | 43 |