

CHAPTER 1

INTRODUCTION

A. INTRODUCTION

English is an international language that taught from kindergarten up to high education in all over the world depending on educational system and philosophy, and national curriculum used in the country. Most people learn English for different purposes; some might view English as a requirement for them to develop themselves and study for wider knowledge, and for communication and integration. The others might think English is just as an instrument; it means that studying that particular language for passing examinations and getting a job.

Besides being taught in the countries that use it as first language (for native speakers), English is also taught all over the world where English is not used as a first language (for non-native speakers). This is known as Teaching English as Second Language (TESL) or Teaching English as Foreign Language (TEFL). It is difficult to master English in a country that does not use English for daily communication as many factors influence it. Hence, teaching English sometimes will be fail.

One factor that influences the success and failure in learning and teaching a foreign language is anxiety. Anxiety plays an important role in foreign language students' classroom performance. Elkhafaifi (2005), quoting Horwitz, Horwitz, & Cope (1986), determined that anxiety plays an important role in determining students' success or failure in foreign language classes.

In learning a language as second language or foreign language, in this case is English, non native speaker students have difficulties to master that particular language. One factor that influences the success and failure in learning and teaching language is anxiety.

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.

From the writer's literature review, in Indonesia, until now there has been no study on the Senior High School's students' anxiety and students' achievement in English as a foreign language. However, Wörde (2003) wrote that research had consistently revealed that anxiety could impede foreign language production and achievement. Language anxiety is experienced by learners of both foreign and second language and poses potential problems "because it can interfere with the acquisition, retention and production of the new language" (MacIntyre & Gardner, 1991, p. 86).

Gregersen & Horwitz (2002) indicated that language anxiety and perfectionism can have similar manifestations in anxious language learners. Gregersen & Horwitz (2002), quoting Horwitz, Horwitz, & Cope (1986), argued that foreign language anxiety is a specific syndrome that may be related to three well-known anxieties associated with first language use and everyday life. These are: communication apprehension, fear of negative evaluation, and test anxiety.

They concluded that language anxiety is a type of anxiety unique to second-language learning; that is, they conceive of language anxiety as something more than the sum of its component parts.

MacIntyre & Gardner (1991) observed that “foreign language anxiety is based on negative expectations that lead to worry and emotionality. This leads to cognitive interference from self-derogatory cognition that produces performance deficits. Poor performance and negative emotional reactions reinforce the expectations of anxiety and failure, further anxiety being a reaction to this perceived threat” (p. 110).

Elkhafaifi (2005) indicated that foreign language learning anxiety and listening anxiety are separated but related phenomena that both correlate negatively with achievement.

Price (1988) in her dissertation indicated that the negative relationship found between foreign language anxiety and outcome measures may mean that anxiety lowers grades. However, an alternative explanation is that ability is primarily responsible for the relationship, affecting both anxiety scores and proficiency scores. That is, subjects with low ability would be expected to have both high anxiety and low proficiency scores, while subjects with high ability would have low anxiety and high proficiency scores.

The previous studies in western countries, showed a relationship between anxiety and students’ outcome. So, it raises the writer’s desire and curiosity to find whether the same findings will be found in Indonesia.

Most of result of the previous studies as mentioned earlier showed that there is negative relationship between

students' anxiety and students' achievement in a foreign language. That is, students with high anxiety will gain low achievement; on the contrary, students with low anxiety will gain high achievement. However, the writer feels that this finding may not apply to the situation in Indonesia.

In her dissertation, Price (1988) stated that the assumption of prevailing attitudes towards anxiety was that foreign language learning was stressful. An examination of the Indonesian language classroom revealed a number of reasons why foreign language learning might indeed be stressful for many students.

English, Mathematics and Indonesian language are three subjects that are examined in National Final Examination in Indonesia. English and Mathematics are supposed as the most difficult subject for all students. From the writer's observation, the subjects always make the students feel anxious.

In an article of *Pikiran Rakyat*, a newspaper in Indonesia, it was reported that after two days having national final examination, a large number of the examinee from various Senior High School in West Java complained and admitted feeling pessimistic to be able to achieve minimum score of 4.01 as prerequisite for passing the examination. Two subjects, English and mathematics, were supposed as the most difficult subject, hence, it was estimated many examinee had been fail and had to retake the national final examination. However, the actual result of the exam indicated that 96% of students passed and only 4 % failed the national final exam for Senior High School and 92% passed for Vocational High School (Mustar, 2007). This result suggests that among Indonesian students, it is possible that high anxiety may correlate with high achievement in English.

B. CONCLUSION

English is an international language that taught in all educational level in the countries that use it as first or second language. But in fact, it is difficult to master English in a country that does not use English for daily communication because many factors influence it. Hence, teaching English sometimes will be fail.

Many factors affect students' success and failure in second language attainment. The general factors that influence the achievement are age, gender, personality attributes, language aptitude, attitudes and motivation, language anxiety, learning strategies, learning styles and learner's beliefs. Language anxiety research had been conducted by many researchers in all over the world.

This chapter describes the anxiety that happened in teaching and learning English.

CHAPTER II

DIMENSIONS OF SECOND LANGUAGE ANXIETY

A. INTRODUCTION

English is studied as first language, second language or foreign language. Students who study English as first language have little difficulty in acquiring the language because the environment supports them; while students who study English as second or foreign language have difficulties in acquiring the language. The success or failure in learning second language or foreign language is influenced by many factors; internal and external factors. One of the internal factors is anxiety. This chapter focuses on anxiety in the language learning classroom.

This chapter is organized into 9 (nine) sections. Section 2.2 describes definitions of anxiety, section 2.3 covers the dimensions of foreign language anxiety, section 2.4 is devoted to discussing Gardner's socio-educational model, section 2.5 discusses relationship between foreign language anxiety and language achievement, section 2.6 reviews the empirical studies in term of the relationship between foreign language anxiety and language achievement, section 2.7 reviews the empirical studies in term of the gender differences in language anxiety, section 2.8 describes the conceptual framework of the study, and section 2.9 is the conclusion.

B. ANXIETY

1. GENERAL DEFINITION OF ANXIETY

Horwitz (2001, p. 113) defined that “anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system”. The statement shows that anxiety is an unpleasant feeling felt by someone; a fear of something that happens in the nervous system.

According to Horwitz & Young (1991), language anxiety is one of several types of anxiety that have been identified by psychologists. They determined two approaches to the description of language anxiety:

1. It is as a manifestation of other more general types of anxiety. For example, test-anxious students may feel anxious when learning a language because they feel constantly tested or shy students may feel uncomfortable because they have to communicate in target language with their peers and teacher in the classroom.
2. It is as a distinctive form of anxiety expressed in response to language learning. That is, something unique to the language-learning experience makes some individuals nervous.

After examining the role of related types of anxiety in language learning-specifically communication apprehension, fear of negative evaluation, and test anxiety - Horwitz, Horwitz, & Cope (1986) cited in Horwitz & Young (1991) concluded that language anxiety is a type of anxiety unique to second-language learning.

2. LANGUAGE (LEARNING) ANXIETY

A great deal of research has been conducted on the relationship between anxiety and foreign language learning. Some of this research has examined the relationship between anxiety and academic achievement (Horwitz, Horwitz, & Cope, 1986; Price, 1988; MacIntyre & Gardner, 1989; Aida, 1994; Saito & Samimy, 1996; Cassado & Dereshiwsky, 2001; Gregersen & Horwitz, 2002; Daley, 2003; Wörde, 2003; Elkhafaifi, 2005; Woodrow, 2006; Na, 2007).

Elkhafaifi (2005, p. 207) quoting Horwitz, Horwitz, & Cope (1986) defined foreign language anxiety is “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process, it may arise from self-doubt, frustration, and perceived (or fear of) failure”.

Most teachers are familiar with test anxiety and public-speaking anxiety that happen to the students during language learning process in the classroom.

According to Horwitz & Young (1991), studies about language anxiety range from investigations of how factors affect learning to examinations of how language anxiety is related to and different from other types of anxiety.

The study of language anxiety is not a new field. It is one of issues in acquiring second or foreign language that attracts linguists, educators and researchers to conduct research. Language teachers have long been aware of the fact that many of their students experience anxiety in the course of language learning. Many studies have shown that anxious students are less successful at language learning (Horwitz, Horwitz, & Cope, 1986; Price, 1988; Aida, 1994; Saito & Samimy, 1996; Cassado & Dereshiwsky, 2001; Daley, 2003; Wörde, 2003; Woodrow, 2006; Na, 2007).

Elkhafaifi (2005) quoted Horwitz, Horwitz, & Cope (1986) determined that anxiety plays an important role in determining students' success or failure in foreign language classes. They pointed out that students' anxiety will influence negatively students' achievement in language learning.

Horwitz & Young (1991) believed that both foreign and second language students experience anxiety and that a comparison of learning context is useful in determining the role of culture and learning environment in anxiety reactions.

To reduce the students' language learning anxiety, it will require the cooperative efforts of both teacher and students. Teacher must help students understand why the students become anxious and offer them strategies for coping with anxiety.

3. SOURCES OF FOREIGN LANGUAGE ANXIETY

Most student experiences stressful on foreign language learning, especially in formal or classroom situations.

Horwitz, Horwitz, & Cope (1986) wrote that listening and speaking were main sources of anxiety. Lack of preparation and free speech can make students feeling anxious. Sound and linguistic structure discrimination make it difficult for students to understand the messages.

Problems observed by Horwitz et al. include difficulty in recalling the lessons under anxious conditions (such as examinations), overstudying as a reaction, avoiding the situation as in learned helplessness, and a fear of making mistakes that makes students keep silent and not participate. All of these reactions are consistent with the general literature on anxiety and describe some behaviors of anxious students in language learning context.

C. DIMENSIONS OF FOREIGN LANGUAGE ANXIETY

Horwitz, Horwitz, & Cope (1986) described three components of foreign language anxiety; they are communication apprehension, fear of negative evaluation and test anxiety.

1. COMMUNICATION APPREHENSION

They propose that the language student has mature thoughts and ideas but an immature second language vocabulary in expressing thoughts and ideas. The inability to express the ideas or to understand another person makes students feel frustration and apprehension. Communication apprehension is a type of shyness

characterized by fear of or anxiety about communicating with other people. Difficulties in speaking in groups (oral communication anxiety) or in public speaking, or in listening to or learning a spoken message are all descriptions of communication apprehension.

Communication apprehension or some similar reaction obviously plays a large role in foreign language anxiety (Horwitz, Horwitz, & Cope, 1986).

Students who have trouble speaking in groups possibly experience greater difficulty speaking in a foreign language class where they have little control of the communicative situation and their performance is constantly monitored. Moreover, in addition to all the usual concerns about oral communication, the foreign language class requires the students to communicate using the target language, in which students do not or have less mastery. The communication apprehension in foreign language learning derives from the personal belief that student has difficulty in understanding others and making other students understood. Because of this, many students are silent in a foreign language classroom.

Horwitz et al. (1986) defined that the unique component of communication apprehension is the metacognitive awareness that the students as speakers or listeners are not able to understand the foreign language messages fully. The students will feel frustration, keep silent and avoid the communication. Such frustration may be considered part of the learning process.

This is supported by Aida (1994) who also agreed that apprehensive students in communication will avoid and withdraw from communication. Compared to non apprehensive students, apprehensive students are more

reluctant to gather in conversation with other students and to join in social interaction; she defined that communication apprehension as a person's level anxiety in term of communication with other person.

2. FEAR OF NEGATIVE EVALUATION

Because students are not sure of themselves and what they are saying, the students may feel anxious about what other students thinking about. It occurs in students that are over concerned with academic and personal evaluations of their performance and competence in the target language in language learning classrooms. Teachers and peers are as if listening to each sentence to correct mistakes. Students can experience this fear because they cannot present themselves in the target language as fully as they can in their native language.

Horwitz et al. (1986, p. 128) defined "Fear of negative evaluation as apprehension about others' evaluations, avoidance of evaluative situations and the expectation that others would evaluated oneself negatively". They explained that although fear of negative evaluation similar to test anxiety, it is broader in scope. Fear of negative evaluation is not limited to test-taking situations; it can happen in any social, evaluative situation like in interviewing for a job or speaking in foreign language classroom. Foreign languages require evaluation, the teacher as a master of language in the classroom is an evaluator. Students with fear of negative evaluation may also feel that their peers are evaluators.

This statement is supported by Aida (1994) who defined fear of negative evaluation as apprehension about someone else's evaluations, worry of their negative evaluations, and the assumption that other people will evaluate oneself negatively.

People who experience fear of negative evaluation tend to minimize the possibility of negative evaluation in their actions. They also tend to avoid or leave social interactions in which they feel other people evaluating them negatively. Usually they do not participate in conversations, just smiling and politely nodding, or listening to others talk. Students with fear of negative evaluation sit passively in the classroom; they do not take a part in classroom activities that actually could improve their language skills. And students with fear of negative evaluation may think of avoiding language classroom to avoid anxiety situations.

3. TEST ANXIETY

Generally, test anxiety is apprehension over academic evaluation; students indicate worry about the testing and examinations in a language classroom. Most second or foreign language students view foreign or second language production as a test situation rather than as an opportunity for communication.

Horwitz & Young (1991) pointed out that test anxiety as a type of performance anxiety in term of a fear of failure. Test anxious students may feel that anything less than a perfect test performance is a failure. Students with test anxiety in foreign language classroom probably experience difficulty during tests and quizzes and even clever and prepared students often make errors. Test anxious students always feel worried and uncomfortable when they have to face examination, this feeling can influence their achievement or performance.

This is supported by Aida (1994) who proposed that anxious students worry about failing to perform well, they experience anxiety during a test situation because they do

not know how to process or organize the lessons. Because daily evaluations of skills in foreign language classrooms are often done, and making mistakes occurs frequently, students may suffer stress and anxiety frequently, it can be a problem that will affect their performance and future improvement. Test anxious students may not be able to focus on what is going on in the classroom because they tend to divide their attention between effort to reduce their fears and worries and class activities themselves. They become anxious during language class, which interferes with their performance.

Studies of anxiety and achievement, suggest that test anxiety is related to achievement. That is students with low test anxiety usually performed higher on achievement tests than students with high test anxiety.

Horwitz, Horwitz, & Cope (1986, p. 128) wrote that “although communication apprehension, fear of negative evaluation and test anxiety provide useful conceptual building blocks for a description of foreign language anxiety, they propose that foreign language anxiety is not simply the combination of these fears transferred to foreign language learning. Rather, they conceive foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process”.

These three components are viewed by Horwitz, Horwitz, & Cope (1986) to have a deleterious effect on second language acquisition (Horwitz, 1986).

D. GARDNER'S SOCIO-EDUCATIONAL MODEL

The study on anxiety and students' achievement adopts Gardner's socio-educational model to explain the factors and the processes that take place in second language learning. Basically the model is divided into four stages.

The first stage of the process explains the social and cultural milieu of a learner where it is assumed that the community would influence and nurture the student with certain beliefs about the target language and the target culture.

The second stage deals with individual differences. Here Gardner presents four major variables or factors which are directly affected by the beliefs which exist in the student's community. The variables are intelligence, language aptitude, motivation, and situational anxiety. Intelligence is assumed to play a role because it determines how well or how quickly individuals understand the nature of any learning task or any explanations provided. Language aptitude is significant because it helps to identify the level of talent assumed important in learning a language. Motivation concerns the effort, desire and affects the student's need in learning the target language. Situational anxiety is important because it would have an inhibiting effect on the individual's performance, thus interfering with acquisition.

In the third stage, Gardner puts forward two different language contexts or setting where the target language is acquired. Formal language learning refers to the situation in a classroom where the student is deliberately being taught the linguistic skill through various teaching methodology and aids. In informal language experience, the student is exposed to various communicative aspects

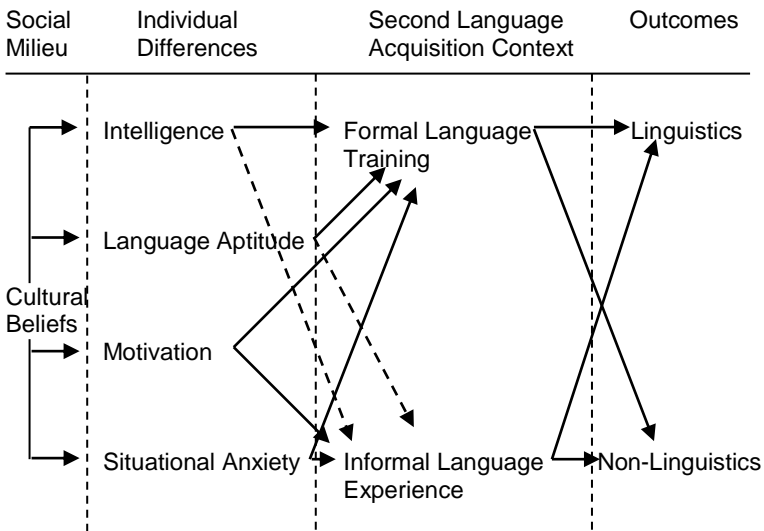
of the language in its natural environment such as in social gathering, watching movies and so on.

The fourth stage is outcome which Gardner divides into linguistic and non-linguistic.

All four variables influence the formal learning context. In informal context, only motivation and situational anxiety are the primary or dominant causal factors.

Gardner's model is not static in the sense that the learning process does not stop with the two mentioned outcomes. They would be back into the model to start the whole process again in order to further evaluate the level of second language learning process and to determine the degree of variables which are influencing it.

**Figure 1 Gardner's Socio-educational Model
(adapted from Ahmad, 1994)**



E. RELATIONSHIP BETWEEN FOREIGN LANGUAGE ANXIETY AND LANGUAGE ACHIEVEMENT

Horwitz & Young (1991) stated that language anxiety contributes to an affective filter which makes the student unreceptive to language input; thus, the student fails to comprehend the target language messages and language acquisition does not develop. The anxious student also feels shy when attempting to use the second language. The unsuccessful result on test performance and inability to perform in language classroom can cause a teacher to be inaccurate in assessing the student; the teacher may think that the student has low aptitude for learning a language or low motivation to do the work needed for a good performance.

The statement above supports Krashen's affective filter hypothesis, "The Affective Filter Hypothesis captures the relationship between affective variables and the process of second language acquisition by positing that acquirers vary with respect to the strength or level of their affective filters. Those whose attitudes that are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong affective filter – even if they understand the message, the input will not reach that part of the brain responsible for language acquisition, or the Language Acquisition Device. Those with attitudes more conducive to second language acquisition will not only seek and obtain more input, they will also have a lower or weaker filter. They will be more open to the input, and it will strike 'deeper'". (Krashen 1982, p. 31).

F. REVIEW OF EMPIRICAL STUDIES: RELATIONSHIP BETWEEN FOREIGN LANGUAGE ANXIETY AND LANGUAGE ACHIEVEMENT

Since the middle of 1960s scholars have entertained the possibility that anxiety interferes with second language learning and performance. Horwitz (2001) wrote from that time, there were studies which found the anticipated negative relationship between anxiety and second language achievement, but several studies found no relationship, and positive relationship between anxiety and second language achievement were also identified. The studies reviewed in this chapter generally show negative relationship between anxiety and second or foreign language achievement.

Aida (1994) had conducted a study on 96 students (56 males and 40 females) who were enrolled in 2nd year Japanese I at the University of Texas at Austin.

There was a moderate negative correlation between anxiety and course grade, indicating that the higher the students' level of anxiety, the more likely they were to receive low grades.

Consistent with research findings using Western language like French, German, and Spanish, language anxiety was found to be negatively related to students' performance in Japanese.

Casado & Dereshiwsy (2001) conducted a study to investigate and compare the perceptions of 114 students (Group One) surveyed at Northern Arizona University during the third week of their first-semester Spanish class with those of 169 students (Group Two) surveyed at the same institution during the three last weeks of their' second-semester Spanish class. They used FLCAS as instrument to measure the anxiety level. They found that some levels of foreign language anxiety; communication apprehension, fear of negative evaluation, and general feeling of anxiety; were experienced by beginning students in response to some aspects of foreign language learning. The study further revealed that anxiety experienced in foreign language learning (Spanish in this case) does not necessarily decline or diminish as students progress from first semester to second semester; rather, the apprehension levels seem to increase slightly during the second semester of language acquisition.

Daley (2003) conducted a study 259 students (68.0% female) enrolled in Spanish, French, German, or Japanese introductory, intermediate, and advanced courses at a US mid-southern university to examined the role of anxiety in predicting student attrition in foreign language courses at the college level. This number of participants represented approximately 40% of the semester student enrollment in foreign language courses at that university. By the end of the semester, 28 (10.8%) of the original 259 students had dropped out of their foreign language courses.

The Input Anxiety Scale, the Processing Anxiety Scale, and the Output Anxiety Scale were used as instrument developed by MacIntyre & Gardner. Input anxiety is the apprehension experienced when receiving information in the second language; processing anxiety is the apprehension experienced when learning and thinking in

the foreign language; and output anxiety is the apprehension experienced when speaking or writing in the target language.

The result was revealed that students who dropped out of their foreign language classes tended to report statistically significantly higher levels of anxiety experienced at the input, processing, and output stages.

Elkhafaifi (2005) conducted a study about the relation between Foreign Language learning anxiety and listening anxiety to students' achievement and listening comprehension performance in Arabic courses. The participants were 233 students from 6 United States universities enrolled in Arabic language programs.

The results of the study revealed significant negative correlations among listening and Foreign Language learning anxiety, students' listening comprehension scores, and final grades as a measure of overall achievement. The relationship of both listening anxiety and learning anxiety to achievement, as indexed by listening scores and final course grades was negative.

And the results also found significant negative correlations between Foreign Language anxiety (FLCAS) and the final listening comprehension grades, and showed significant negative correlations between Foreign Language anxiety and the final general grades as a measure of overall achievement.

Gregersen & Horwitz (2002) conducted a study to examine the connection between foreign language-anxious and perfectionist students on 8 students (4 most anxious and 4 least anxious according to their scores on the FLCAS, 1 male and 7 females) in second-year in the English Education program at the Universidad de Atacama in Chile.

They found the reactions of the students to their own oral performance indicate that anxious and non-anxious foreign language learners do differ in terms of their self-reports of perfectionist tendencies. Anxious learners reported higher standards for their performance, a greater tendency toward procrastination, greater worry over the opinions of other, and a higher level of concern over their errors than the non-anxious learners. The reactions of the anxious students, they often attributed their errors to their anxiety, an excuse never offered by the non-anxious students, who often seemed pleased with their own lack of anxiety.

In 1986, Horwitz, Horwitz, & Cope offered an instrument, the Foreign Language Classroom Anxiety Scale (FLCAS). Since that time, findings concerning anxiety and language achievement have been relatively uniform. In the study of 225 students in the beginning language classes at the University of Texas, they found that significant foreign language anxiety is experienced by many students in response to at least some aspects of foreign language learning (Horwitz, 1986).

Horwitz, Horwitz, & Cope (1986) pointed out that studies using the FLCAS and other specific measures of second language anxiety have found a consistent moderate negative correlation between FLCAS and measures of second language achievement (typically final grade). Their findings have been supported by more recent studies (Price, 1988; MacIntyre & Gardner, 1989; Aida, 1994; Saito & Samimy, 1996; Cassado & Dereshiwsky, 2001; Gregersen & Horwitz, 2002; Daley, 2003; Wörde, 2003; Elkhafaifi, 2005; Woodrow, 2006; Na, 2007).

Horwitz (2001) argued that the use of final grades as a measure of second language achievement was probably in and of itself a source of variability in the anxiety literature and urged researchers to use more subtle achievement measures to capture the true effects of anxiety (Horwitz, 1986; Aida, 1994; MacIntyre & Gardner, 1991; Saito & Samimy, 1996).

In a study of 52 male and 52 female, subjects who were introductory psychology students with age between 18 and 25, and with English as their native language, MacIntyre & Gardner (1989) examined the learning and production of vocabulary items. Measures of nine different types of anxiety were factor analyzed yielding two independent anxiety factors. The first was labeled General Anxiety based on substantial loadings from trait, state, test, math, and computer anxieties. The second factor was labeled Communicative Anxiety and was defined by French class, French use, English class, and audience anxiety. Dependent measures included the learning of French-English paired associates and measures of short-term and long-term vocabulary recall. Long-term recall was given in both oral and written forms. Result for all measures of vocabulary show that subjects high in Communicative Anxiety learned and recalled fewer vocabulary items than did those low in Communicative Anxiety. No differences were found between the high and low General Anxiety groups on any of the measures. Analyses of covariance revealed that these effects were unchanged after each of three indices of prior ability (i.e., years of study, marks, and performance in the first trial of the learning task) were partialled out.

The results pertaining to the individual relationships showed similar effects. French Class Anxiety and French Use Anxiety correlated significantly with scores on the learning trials, oral production, and written production. French Use Anxiety correlated with short-term recall of the vocabulary pairs. State anxiety also showed significant correlations with some of the learning measures. MacIntyre and Gardner attributed the finding to a sequence of poor performance raising anxiety levels rather than to increased anxiety inhibiting performance.

Na (2007) examined the general situation of high school students' foreign language anxiety and the effects of anxiety on foreign language learning in Chinese EFL (English as a Foreign Language) classroom. The study surveyed and analyzed 115 second-year high school students (56 males and 59 females) from a high school in Shandong Province, China. They were from a science class and an arts class. Their average age was 16. They all had 5-8 years of experience of English learning. A comparison of male and female students' language anxiety was examined as well. The mean of the anxiety indices of all the subjects in English classrooms was 2.93 which indicated that the high school students indeed had the feeling of anxiety in their English classrooms. The results of the relationship analysis indicated that anxiety and English achievement were only correlated in terms of test anxiety, and they were negatively correlated. It was noted that the coefficient of anxiety for English classes approached the significant level. It was found that anxiety of English classes indeed significantly affected high school students' English achievement.

A research was done by Price (1988) on 106 students enrolled in second semester French classes at University of Texas at Austin; 44 males and 62 females, ages ranged from 18 to 32 years. All of the subjects included in the study were native speakers of English. The study was basically focused on foreign language anxiety. The study examined characteristics of the highly anxious language learner and re-examined the anxiety-achievement relationship, using Foreign Language Classroom Anxiety Scale and three measures of achievement. No significant relationship was found between foreign language anxiety and age, sex, or year in school. Subject taking the course as an elective had lower Foreign Language Classroom Anxiety Scale score.

And the other findings are there was a significant negative correlation between foreign language anxiety and final grade, indicating that high foreign language anxiety was associated with low final grades, there was a significant negative correlation between foreign language anxiety and final exam scores, indicating that high foreign language anxiety was associated with low final exam scores. There was a significant negative correlation between foreign language anxiety and oral exam scores, indicating that high foreign language anxiety was associated with low oral exam scores.

High anxiety subjects were found to be higher in test anxiety and public speaking anxiety and lower in foreign language aptitude and self-ratings of aptitude than low anxiety subjects. Highly anxious subjects tended to have lower final grades, but this pattern did not reach statistical significance.

Saito & Samimy (1996) conducted a study of 257 students' anxiety in beginning, intermediate, and advanced-level college students of Japanese at The University of Texas of Austin. The results of the study indicate that with these students of Japanese, the best predictive variable of their performance was different from the beginning level to the intermediate and the advanced-level students. For the beginning students, the Year in College was identified as the best predicting factor, while Language Class Anxiety was the best predictor for both intermediate and advanced-level students. Advanced students scored highest in anxiety, intermediate students the lowest, and beginning students fell between the other two. This trend may be attributable to the changes from the beginning and intermediate to the advanced-level curriculum, where a much greater emphasis was placed on reading and writing and little emphasis was given to speaking, coupled with shorter instructional time despite increasing difficulties of Japanese language learning. Foreign language anxiety showed negative correlation to students' performance in all gender. Foreign language anxiety can have a negative impact on students' performance.

Woodrow (2006) conducted a research on 275 (male = 139; 49.5% and female = 136) advanced English for academic purposes (EAP) students studying on intensive EAP courses immediately prior to entering Australian universities to investigate on second language speaking anxiety as experienced by English learners studying in Australia. The study proposes a dual conceptualization of second language speaking anxiety reflecting the distinction between classroom communication and communication outside of class, the relationship between anxiety and second language performance, and the major reported causes of second language anxiety. The second language speaking anxiety scale (SLSAS) was developed

for the study as instrument. The majority of students were from Asian countries (83.2%, $n = 229$) with students from China representing the largest group in the sample (34%, $n = 92$).

She found significant relationship between second language speaking anxiety and oral performance. A multivariate analysis of variance (MANOVA) was conducted to examine the influence of ethnicity and sex on anxiety. This indicated a significant effect for ethnic group. However, there was no significant effect for sex. Further univariate analyses of variance (ANOVA) indicated significant main effects of ethnic group on in class anxiety.

Wörde (2003) conducted a study of 15 students from a diverse set of language classroom (French, German, and Spanish) to identify those factors, as perceived by students, that may contribute to anxiety, and those that may reduce anxiety. She found a significant negative correlation between the final foreign language grades and Foreign Language Classroom Anxiety Scale score. The participants cited numerous and various sources for their anxiety, such as speaking activities, inability to comprehend, negative classroom experiences, fear of negative evaluation, native speakers, methodology, pedagogical practices, and the teachers. According to Wörde, sources of anxiety were frequently closely intertwined, creating difficulty in teasing out a discrete factor or source. The most anxiety-provoking factors appeared to be related to speaking and listening activities.

From previous studies (Horwitz, Horwitz, & Cope, 1986; Price, 1988; MacIntyre & Gardner, 1989; Aida, 1994; Saito & Samimy, 1996; Cassado & Dereshiwsky, 2001; Gregersen & Horwitz, 2002; Daley, 2003; Wörde, 2003; Elkhafaifi, 2005; Woodrow, 2006; Na, 2007) conducted in Western languages and countries and Non-Western languages and countries, the results showed that Foreign Language Anxiety was negatively correlated to Achievement (final grade, listening and speaking performance, and production of vocabulary) and there was no difference significant anxiety between male and female that effect on achievement (Price, 1988; Aida, 1994; Woodrow, 2006; Na, 2007).

G. REVIEW OF EMPIRICAL STUDIES: GENDER DIFFERENCES IN LANGUAGE ANXIETY

Aida (1994) in her study revealed that there was no significant gender differences found in language anxiety, and there was no significant anxiety-gender interaction effect on course grade. In both male and female groups, highly anxious students were more possible to receive lower grades than students having a low level of anxiety.

In 2007, Na examined the comparison of male and female students' language anxiety. And the results of t-tests showed that there were no significant differences between males and females in most anxiety variables. But the finding of her study showed that males' means were higher than females, which indicated that males may experience more anxiety than females in English language classrooms.

Price (1988) investigated gender differences in language anxiety. She obtained that there were no differences in foreign language anxiety between males and females, the mean score for the two groups proving to be almost identical. Although foreign language anxiety scores for males slightly higher than females, the difference was not significant.

Another study conducted by Woodrow (2006) in investigating on second language speaking anxiety as experienced by English learners studying in Australia. Using MANOVA, she has indicated there was no significant effect for gender. There was no significant difference in foreign language anxiety between males and females.

H. CONCLUSION

In this chapter literature pertinent to the relationship of anxiety and achievement among adolescent was reviewed, and gender influences students' anxiety was also discussed.

It should be noted that many studies found the anticipated negative relationship between anxiety and second language achievement, but several studies that found no relationship, and positive relationship between anxiety and second language achievement were also identified. Many of these studies conducted since 1986 used the Foreign Language Classroom Anxiety Scale (FLCAS) constructed by Horwitz, Horwitz, & Cope (1986).

Anxiety plays an important role in determining students' success or failure in second or foreign language classes.

Because English is as foreign language and could be the most difficult subject besides mathematics; that always made the students feeling anxious; in Indonesia, the writer expected that the language anxiety would influence the students' achievement. It was shown by the low result of the national final examination. And the writer wanted to find out whether in Indonesia, the relationship between anxiety and students' achievement in English as a foreign language would be similar or different from the previous studies done in other countries.

In the next chapter the method and procedure used to investigate whether there is correlation between students' anxiety and students' achievement in English as a foreign language among adolescents are discussed.

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

In this chapter, the writer will present one study of adolescents in general high school. The method used for the study was questionnaire survey. Horwitz, Horwitz, & Cope's Foreign Language Classroom Anxiety Scale (FLCAS) had been used to measure anxiety levels while to find data of students' achievement, the writer collected the students' mid semester examination scores.

This chapter provides a description and explanation of the findings in the study. It consists of the following sections: section 1 presents the profile of the school from which the sample was taken and of the respondents in the study, section 2 describes the respondents' profile, section 3 describes the respondents' English language achievement, section 4 is devoted to the reliability indexes of the instrument used in the main study, section 5 discusses findings; answering the research questions based on the data analyzed by descriptive statistics, and section 6 is the conclusion.

B. PROFILE OF THE SCHOOL

Sekolah Menengah Umum Negeri 1 Banjarbaru is one of state schools in South Kalimantan-Indonesia. It is located about 1 kilometer from the town centre, on *Jalan Keruing* No. 3. It has been a favorite school because this school has often been ranked as one of the top four Senior High Schools in the state for its overall achievement in the National Final Examination annually, and always places in the top three among Senior High Schools in South Kalimantan. Many awards have been received in extracurricular competition. And because the school is the first general high school, many alumni occupy the important position in government offices and private sector offices.

Most of the students come from middle and low social economic backgrounds. Their parents are mostly as private sector officers, government officers, army personnel, and small entrepreneurs.

Since 2005, the school has started an International Class as a pioneer school in Banjarbaru. International class is a special class in Sekolah Menengah Umum Negeri 1 Banjarbaru. The curriculum refers to Competence Based–Curriculum and Cambridge Curriculum. The class runs bilingually (English and Indonesia).

Table 3.1 shows the school's total student population based on gender:

Table 3.1 Student population of Sekolah Menengah Umum Negeri 1 Banjarbaru by gender as in August, 2007

Class	Male	Female	Sum
1	73	106	179
2	67	121	188
3	80	101	181
Sum	220	328	548

C. RESPONDENTS' PROFILE

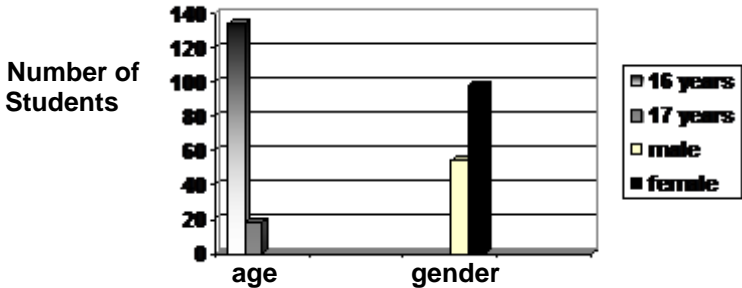
There were altogether 188 students studying in second (2nd) grade. Only 152 students were included as respondents in main study. The 36 rest students were included as respondents in pilot study. They altogether were from six classes in the following streams: natural science, social science, language science, and international class (natural science). The respondents were between sixteen years old (88%) and seventeen years old (12%). Females made up the majority of the sample with 64%, and males consisted of 36%. All the students were studying English as a foreign language in school for the past 4 years. English is not used in daily conversation, both inside the school and outside the school. English is used only in the language class.

The description of the sample is summarized in Table 3.2:

Table 3.2 Respondents based on age and gender

Second (2 nd) Grade	Age		Gender	
	16 Years	17 Years	Male	Female
Sum (Percentage)	134 (88%)	18 (12%)	54 (36%)	98 (64%)
Total	152		152	

Figure 2 Respondents based on age and gender



From the table 4.2, 134 students or 88% were 16 years old and 18 students or 12% were 17 years old.

54 students or 36% were male and 98 students or 64% were female.

Parents' occupation and informal English language education of respondents had also been collected from the questionnaire as the background. Based on the research findings, from 150 students of Class 2, 42 students' (27.6%) fathers worked as private sector officers, 77 (50.7%) as government officers, 11 (7.2%) as army personnel, 22 (14.5%) as entrepreneurs. 19 students' (12.5%) mothers worked as private sector officers, 57 (37.5%) as government officers, 0 (0%) as army personnel, 13 (8.5%) as entrepreneurs, 41.5% automatically as housewives.

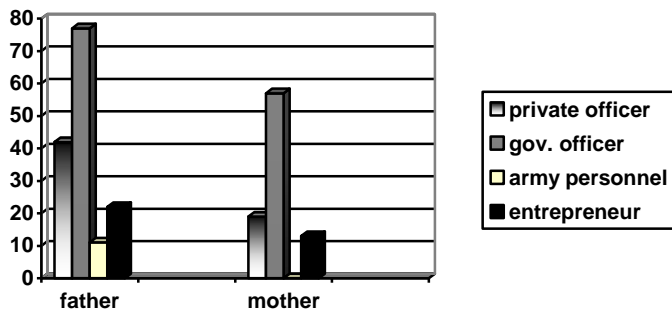
Students that have taken or are taking informal English course were 96 (63%) and that have not taken or are not taking informal English course are 56 (37%).

Table 3.3 Parents' occupation and informal English language education of students

	Parents' Occupation								Informal Education	
	Father				Mother				Yes	No
	A	B	C	D	A	B	C	D		
Sum	42	77	11	22	19	57	0	13	96	56
%	27.6	50.7	7.2	14.5	12.5	37.5	0	8.5	63	37

- A : Private
- B : Government Officer
- C : Army
- D : Entrepreneur

Figure 3 Parents' occupation and informal English language education of students



During the main study, all respondents, teachers, administration staff, and head of school were very cooperative and helpful. A total of 152 questionnaires were distributed and the response rate was 100%. Finally all respondents' responses were used for the study.

D. RESPONDENTS' ENGLISH LANGUAGE ACHIEVEMENT

The range of score for students' achievement was between 33.33 and 80.32 according to the ordinal level determined.

A majority of the students 117 (77%) in the sample had received English achievement score of 33.33-80.33, 35 students (23%) scored above 80.33 and none received below 33.33.

The possible range of scores on achievement is 0 (lowest achievement) to 100 (highest achievement). And the real score found from the research are 43 to 92.5.

According to the ordinal level determined before, 0 (0%) students have low achievement, 117 (77%) students have moderate achievement, 35 (23%) students have high achievement.

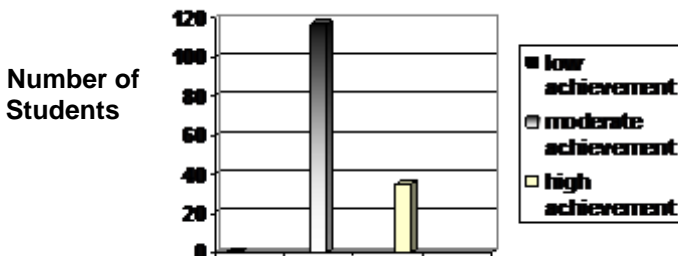
Mean score from 152 students is 72.16 and standard deviation is 10.55. According to the ordinal level determined, it can be concluded that level of students achievement was moderate level. (Refer to Table 3.6 for details).

The description of respondents' english language achievement is summarized in Table 3.4:

Table 3.4 Respondents' English language achievement

Students' Achievement	Low Achievement	Moderate Achievement	High Achievement	Total
Sum (Percentage)	0 0%	117 77%	35 23%	152 100%

Figure 4 Respondents' English language achievement



E. RELIABILITY COEFFICIENT ANALYSES

The Horwitz, Horwitz, & Cope's FLCAS scores from the questionnaire survey were analyzed using the SPSS version 12 to determine the Cronbach's alpha value of the items for each dimension. A comparison of the results of the reliability coefficients of the main study and the pilot study are shown in Table 3.5.

Table 3.5 A comparison of Cronbach's alpha for FLCAS

No	FLCAS' Dimension	Main Study	Pilot Study
		Alpha	Alpha
1	Communication Apprehension	0.89	0.88
2	Fear of Negative Evaluation	0.77	0.77
3	Test Anxiety	0.85	0.83
4	Overall Anxiety	0.94	0.94

Reliability coefficients were reported very slightly higher for communication apprehension and test anxiety in the main study compared to the pilot study. And reliability coefficients in the main study and the pilot study were same for fear of negative evaluation. The Cronbach's alpha value of 0.94 for anxiety as a whole in the main study were same also with the Cronbach's alpha value for overall anxiety reported in the pilot study.

G. FINDINGS

1. Research Question 1

What is the students' anxiety level in English as a foreign language?

The score for three dimensions of anxiety and overall anxiety used were computed to find out the impact the three dimensions were felt by the second (2nd) grade students of Sekolah Menengah Umum Negeri 1 Banjarbaru. The results are reported in table 3.6 below.

Table 3.6 Level of foreign language anxiety of students' foreign language

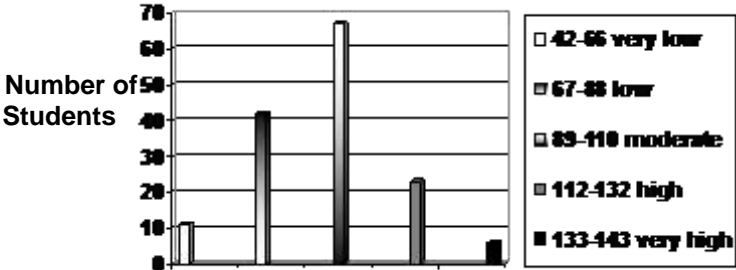
	Mean Score	N
Overall Anxiety	96.6	152
Communication Apprehension	46.4	152
Fear of Negative Evaluation	24.6	152
Test Anxiety	25.5	152

As the Mean score for overall anxiety was between 89 and 110 according to the ordinal level determined, it could be concluded that level of students' anxiety defined was moderate level anxiety. The other three dimensions were also defined as moderate level anxiety. (Refer to Table 3.3 for details).

The possible range of scores on the FLCAS is 33 (lowest anxiety) to 165 (highest anxiety). And the real score found from the research were 42 to 143.

According to the previous ordinal level determined, 11 (7%) students had very low anxiety, 42 (28%) students had low anxiety, 67 (44%) students had moderate anxiety, 26 (17%) students had high anxiety, and 6 (4%) students had very high anxiety.

Figure 5 Overall level of foreign language anxiety



Mean measures the central tendency that offers an overall picture of the data without unnecessarily inundating one with each of the observations in a data set (Sekaran, 2000). Mean and standard deviation were used to describe the statistics in the study.

Table 3.7 Foreign language anxiety: Mean ratings and standard deviations

	Mean	Std. Deviation	N
Overall Anxiety	2.93	.60	152
Communication Apprehension	3.09	.65	152
Fear of Negative Evaluation	2.73	.61	152
Test Anxiety	2.85	.69	152

Table 3.7 summarizes the descriptive statistics of the dimensions used in the research. The descriptive statistics in the table indicates that all the values for dimensions measured in Likert Scale are around their midpoint with a standard deviation below 1. As for dimensions measured using 5 point Likert scale, communication apprehension ($\mu = 3.09$ and $s.d = 0.65$) was recorded as the highest rating, followed by test anxiety ($\mu = 2.85$ and $s.d = 0.69$). Fear of negative evaluation was recorded as the lowest mean rating ($\mu = 2.73$ and $s.d = 0.61$). And overall anxiety showed $\mu = 2.93$ and $s.d = 0.60$.

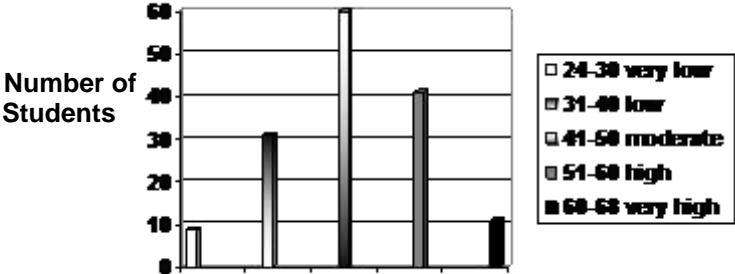
a. Communication Apprehension

In communication apprehension dimension, item 9, 'I start to panic when I have to speak without preparation in language class' showed the highest rating ($\mu = 3.7$ and $s.d = 1.11$) not only in this dimension but also for overall anxiety. It showed that most of the students felt anxious when they had to speak in front of the class or among the students without preparation. Item 15, 'I get upset when I don't understand what the teacher is correcting' showed the lowest rating ($\mu = 2.2$ and $s.d = 1.18$). It showed that

most of the students did not feel anxious when they were corrected by the teacher when they made mistake.

According to the ordinal level determined for communication apprehension dimension, 9 (6%) students had very low anxiety, 31 (20%) students had low anxiety, 60 (40%) students had moderate anxiety, 41 (27%) students had high anxiety, and 11 (7%) students had very high anxiety in communication apprehension.

Figure 6 Level of students' communication apprehension



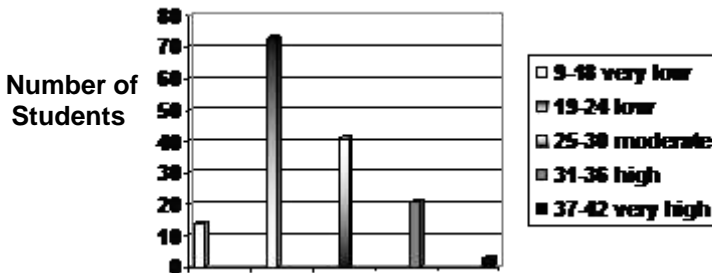
Mean score from 152 students in communication apprehension was 46.4. According to the ordinal level determined, it can be concluded that level of students anxiety in communication apprehension was moderate level.

b. Fear of Negative Evaluation

In fear of negative evaluation dimension, item 7, 'I keep thinking that other students are better at languages than I am' showed the highest rating in this dimension ($\mu = 3.6$ and $s.d = 1.05$). It meant that most of the students felt anxious by thinking their friends were better in English so they felt worry to be evaluated. And item 17, 'I often feel like not going to my language class' showed the lowest rating ($\mu = 2.0$ and $s.d = 0.90$), it meant that most of the students did not feel language class need to be avoided.

According to the ordinal level determined for fear of negative evaluation, 14 (9%) students had very low anxiety, 73 (48%) students had low anxiety, 41 (27%) students had moderate anxiety, 21 (14%) students had high anxiety, and 3 (2%) students had very high anxiety in fear of negative evaluation.

Figure 7 Level of students' fear of negative evaluation



Mean score from 152 students in fear of negative evaluation was 24.6. According to the ordinal level determined, it can be concluded that level of students anxiety in fear of negative evaluation was moderate level.

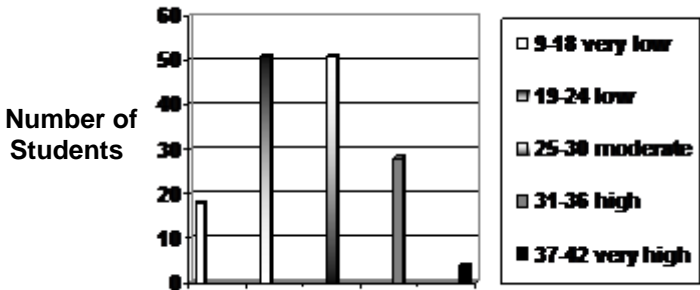
c. Test Anxiety

In test anxiety dimension, item 10, 'I worry about the consequences of failing my foreign language class' showed the highest rating in this dimension ($\mu = 3.6$ and $s.d = 1.11$). It showed that most of the students felt anxious about failing in language class. And item 21, 'The more I study for a language test, the more confused I get' showed the lowest rating ($\mu = 2.4$ and $s.d = 1.01$). It showed that although most student were anxious in studying for a language test, they did not feel confused about what they had learned.

According to the ordinal level determined for test anxiety,

18 (12%) students had very low anxiety, 51 (33,5%) students had low anxiety, 51 (33,5%) students had moderate anxiety, 28 (18%) students had high anxiety, and 4 (3%) students had very high anxiety in test anxiety.

Figure 8 Level of students' test anxiety



Mean score from 152 students was 25.5. According to the ordinal level determined, it can be concluded that level of students' test anxiety was moderate level.

2. Research Question 2

Is there a correlation between anxiety and students' achievement in English as a foreign language?

The Pearson's correlation analysis was conducted to examine the bivariate relationships between independent variable and dependent variable. The detail of correlation analysis is shown in Table 3.8.

Table 3.8 Result for Pearson correlations between anxiety dimensions and students' achievement

		1	2	3	4	5
1. Achievement	r	1				
	p	.				
2. Overall Anxiety	r	-.120	1			
	p	.141	.			
3. Communication Apprehension	r	-.094	.953(**)	1		
	p	.248	.000	.		
4. Fear of Negative Evaluation	r	-.032	.898(**)	.763(**)	1	
	p	.697	.000	.000	.	
5. Test Anxiety	r	-.210(**)	.937(**)	.831(**)	.813(**)	1
	p	.009	.000	.000	.000	.

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

Table 3.8 shows the correlation between anxiety dimensions and students' achievement.

A weak negative correlation is seen between achievement and overall anxiety ($r = -0.120$, $p > 0.01$, not significant).

A weak negative correlation is seen between achievement and communication apprehension ($r = -0.094$, $p > 0.01$, not significant).

And a weak negative correlation is also seen between achievement and fear of negative evaluation ($r = -0.032$, $p > 0.01$, not significant). Although these two dimensions show the negative correlation to students' achievement, the possibility are higher than 0.01, which means not significant or there is no correlation between communication apprehension and fear of negative evaluation to students' achievement. As a whole, between overall anxiety and students' achievement, the correlation is not significant at $p < 0.01$ level.

But between achievement and test anxiety, $r = -0.210$, showing negative correlation between achievement and test anxiety, which is significant at $p < 0.05$ level. The negative sign shows that the higher the achievement, the lower the test anxiety and the lower achievement, the higher the test anxiety. This dimension has shown that foreign language anxiety is negatively associated with students' achievement.

Therefore, it can be concluded that there is no significant relationship between English language anxiety and students' achievement in English as a foreign language as a whole. Achievement also did not correlate significantly with communication apprehension and fear of negative evaluation.

However, the hypothesis in the study; There is no significant relationship between English language anxiety and students' achievement in English as a foreign language; is rejected because achievement correlated significantly with one dimension of anxiety i.e. language test anxiety.

3. Research Question 3

Is there a difference between the foreign language anxiety of male and female students?

Table 3.9 Rating scores, standard deviations and standard error Mean of students' anxiety by gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Overall anxiety	Male	54	2.81	.72	.09
	Female	98	2.99	.52	.05
Communication apprehension	Male	54	2.94	.74	.10
	Female	98	3.18	.57	.06
Fear of negative evaluation	Male	54	2.68	.73	.09
	Female	98	2.76	.53	.05
Test anxiety	Male	54	2.71	.77	.10
	Female	98	2.92	.63	.06

Table 3.9 summarizes the group statistics of the anxiety dimensions by gender used in the research. The number of male respondents was 54; the number of female respondents was 98. The group statistics in the table indicates that all the values for dimensions measured in Likert Scale was around their midpoint with a standard deviation below 1. Measured using 5 point Likert scale, for communication apprehension, male had ($\mu = 2.94$, $s.d = 0.74$ and $s.e \mu = 0.10$)

and female had ($\mu = 3.18$, $s.d = 0.57$ and $s.e \mu = 0.06$), for fear of negative evaluation, male had ($\mu = 2.68$, $s.d = 0.73$ and $s.e \mu = 0.09$) and female had ($\mu = 2.76$, $s.d = 0.53$ and $s.e \mu = 0.05$), for test anxiety, male had ($\mu = 2.71$, $s.d = 0.77$ and $s.e \mu = 0.10$) and female had ($\mu = 2.92$, $s.d = 0.63$ and $s.e \mu = 0.06$). And for overall anxiety male had ($\mu = 2.81$, $s.d = 0.72$ and $s.e \mu = 0.09$) and female had ($\mu = 2.99$, $s.d = 0.52$ and $s.e \mu = 0.05$).

t-Test for the sample was done in 2 steps. First step was testing whether variance from 2 populations can be assumed similar. And then doing test to know whether there was Mean Difference in population. Basically, t-Test requires the similarity of variance from 2 populations tested.

Table 3.10 Results of the t-Test for gender differences in foreign language anxiety

		F	Sig.	T	Sig. (2- tailed)	Mean Difference
Overall Anxiety	Equal variances assumed	9.61	.002			
	Equal variances not assumed			-1.69	.09	-.19
Communication Apprehension	Equal variances assumed	7.11	.009			
	Equal variances not assumed			-2.05	.04	-.24
Fear of Negative Evaluation	Equal variances assumed	6.56	.011			
	Equal variances not assumed			-.69	.49	-.08
Test Anxiety	Equal variances assumed	3.76	.054	-1.85	.07	-.21

a. Communication Apprehension

From table 3.10, F value for communication apprehension with Equal variance assumed was 7.11 with $p = 0.009$. Because probability was lower than 0.05, it was assumed that both variances were different. t value for communication apprehension with Equal variance not assumed was -2.05 with $p = 0.022$. Because 0.022 is slightly lower than 0.025, it was assumed that Mean of male anxiety ($\mu = 2.94$ and $p = 0.74$) was not similar with female anxiety ($\mu = 3.18$ and $p = 0.57$). For communication apprehension, both male and female had different levels of anxiety.

Therefore, from t-Test result obtained, the Mean difference was -0.24, it shows that there was significant difference between male and female in foreign language anxiety for communication apprehension. From the Mean of male anxiety and the Mean of female anxiety obtained, it showed that female was more apprehensive than male in English communication.

b. Fear of Negative Evaluation

F value for fear of negative evaluation with Equal variance assumed was 6.56 with $p = 0.011$. Because probability was lower than 0.05, it was assumed that both variances were different. t value for fear of negative evaluation with Equal variance not assumed was -0.69 with $p = 0.246$. Because 0.246 is higher than 0.025, it was assumed that Mean of male anxiety ($\mu = 2.68$ and $p = 0.73$) was similar with female anxiety ($\mu = 2.76$ and $p = 0.53$). For fear of negative evaluation, both male and female had similar levels of anxiety.

Therefore, from t-Test result obtained, the Mean difference was -0.08, showing that there was no significant difference between male and female in foreign language anxiety for fear of negative evaluation.

c. Test Anxiety

F value for test anxiety with Equal variance assumed was 3.76 with $p = 0.054$. Because probability was higher than 0.05, it was assumed that both variances were similar. t value for test anxiety with Equal variance assumed was -1.85 with $p = 0.335$. Because 0.335 is higher than 0.025, it was assumed that Mean of male anxiety ($\mu = 2.71$ and $p = 0.77$) was similar with female anxiety ($\mu = 2.92$ and $p = 0.63$). For test anxiety, both male and female had similar levels of anxiety. Therefore, from t-Test result obtained, the Mean difference was -0.21, showing that there was no significant difference between male and female in foreign language anxiety for test anxiety.

Comparing the three dimensions, the difference in English language anxiety between male and female occurred on communication apprehension, while on the other two dimensions; fear of negative evaluation and test anxiety, the differences English language anxiety between male and female was not found. For overall anxiety, the difference English language anxiety by gender was not obtained.

F value for overall anxiety with Equal variance assumed was 9.61 with $p = 0.002$. Because probability was lower than 0.05, it was assumed that both variances were different. t value for overall anxiety with Equal variance not assumed was -1.69 with $p = 0.05$. Because 0.05 is higher than 0.025, it was assumed that Mean of male anxiety ($\mu = 2.81$ and $p = 0.72$) was similar with

female anxiety ($\mu = 2.99$ and $p = 0.52$). As a whole, both male and female had similar levels of anxiety. Therefore, from t-Test result obtained, the Mean difference was -0.19, showing that there was no significant difference between male and female in foreign language overall anxiety.

For these reasons, it can be concluded that there is no the difference in English language anxiety by gender as a whole. But the difference was found in one of the dimensions i.e. communication apprehension dimension.

The hypothesis in the study; There is no significant difference in English language anxiety between male and female; is rejected.

H. CONCLUSION

This chapter analyzes the data collected from 152 students at Sekolah Menengah Umum Negeri 1 Banjarbaru. The findings are elaborated regarding the three dimensions of anxiety namely communication apprehension, fear of negative evaluation, and test anxiety.

As a whole, the students' anxiety in learning English as foreign language at second (2nd) grade Sekolah Menengah Umum Negeri 1 Banjarbaru was at moderate level.

Pearson correlation was used to measure the data collected. The writer obtained no correlation between communication apprehension and fear of negative evaluation and students' achievement and between overall anxiety and students' achievement. However, achievement and test anxiety indicated a negative correlation; it showed that the higher the achievement, the lower the test anxiety and the lower achievement, the higher the test anxiety. This dimension had shown that foreign language test anxiety was negatively associated with students' achievement.

Therefore, it can be concluded that there is not significant relationship between English language anxiety and students' achievement in English as a foreign language as a whole. Achievement also did not correlate significantly with communication apprehension and fear of negative evaluation.

t-Test results showed the difference English language anxiety between male and female occurred on communication apprehension; and it showed that female was more apprehensive than male in English communication. While on the other two dimensions; fear of negative evaluation and test anxiety, differences were not found in English language anxiety between male and female. There was also no difference in overall English language anxiety by gender at second (2nd) grade Sekolah Menengah Umum Negeri 1 Banjarbaru.

CHAPTER IV

DISCUSSION AND CONCLUSION

A. INTRODUCTION

This chapter discusses the major findings of the study on students' anxiety in English as a foreign language among adolescents at Sekolah Menengah Umum Negeri 1 Banjarbaru in South Kalimantan. It consists of the following sections: section 1 discusses the findings, section 2 proposes the pedagogical implication, and section 3 presents the conclusion to complete the study.

B. DISCUSSION

1. Research Question 1

What is the students' anxiety level in English as a foreign language?

The adapted Foreign Language Classroom Anxiety Scale was found to be a highly reliable instrument to measure the anxiety level of students learning English as a foreign language at second (2nd) grade Sekolah Menengah Umum Negeri 1 Banjarbaru in South Kalimantan.

Mean scores for each dimensions showed that students had moderate level anxiety for all dimensions of language anxiety, i.e., Communication apprehension ($\mu = 46.4$), test anxiety ($\mu = 24.6$), and fear of negative evaluation ($\mu = 25.5$). Overall anxiety obtained Means score 96.6. It indicated moderate level anxiety as a whole.

Within the three sub dimensions of language anxiety, students were comparatively most anxious about communicating, followed by taking test. They were least worried about negative evaluation.

The reasons for the results can be explored in two factors; internal factor and external factors. The internal factor is closely related with the students themselves: they probably did not feel very anxious in English as a foreign language classroom because they felt that they were in the same level both in English level and age. Wachidah (2004) suggested that studying with peers would not make students feel ashamed and clumsy to speak English because they only faced their friends. So it influenced their self confidence positively. The more confident a learner feels, the less anxiety he experiences in learning (Meng & Wang, 2006).

Good relationship with classmates is assumed as one factor that can reduce the anxiety. Classmates' favorable characteristics most likely enabled the students to get well along with them, which seems to have contributed to students' English class with a good atmosphere. Therefore, the atmosphere in the class would be more relaxed, not stressful.

One external factor that could explain the results is parents' occupation. Kwong (1983) stated that parents' occupation influenced a child's educational opportunities because it determined the area of residences and thus the quality of the school. Office workers' children had more opportunities than the peasants' with better educational facilities in the cities, and the children of intellectuals out-perform all others with their additional support from home. In the study, the majority of students' parents' occupation was government officers and private sector officers, and it determined where they lived, which

was urban area. This factor influenced the parents' thinking pattern, they felt necessary to send their children to additional English courses out of school (refer to table 4.3). This could have given positive effect to the children and it would influence the learning of English in school. They had basic knowledge to bring to the classroom and this could make them less anxious.

A second external factor is the role of teacher. It is possible that English teachers at Sekolah Menengah Umum 1 Banjarbaru were able to create a lively climate in the classroom, therefore, able to make the learning context less stressful. Teachers could help students cope with anxiety-producing situations and made the learning context less stressful (Horwitz, Horwitz, & Cope, 1986; Price, 1988; Horwitz & Young, 1991; Aida, 1994; Saito & Samimy, 1996; Cassado & Dereshiwsky, 2001; Gregersen & Horwitz, 2002; Daley, 2003; Wörde, 2003; Elkhafaifi, 2005; Meng & Wang, 2006; Woodrow, 2006; Na, 2007). Teachers' characteristics or attitudes such as being helpful and encouraging could have played an important role in reducing students' anxiety in the Sekolah Menengah Umum 1 Banjarbaru classroom.

Another external factor that can influence language anxiety is students' residence area. Most students were from urban area. This factor was assumed to influence the students in communication; they could be more extrovert people, who are accustomed to communicate freely to everyone. If this is the case, this factor may influence their school life, including the English classroom.

2. Research Question 2

Is there a correlation between anxiety and students' achievement in English as a foreign language?

The results of the study revealed no significant correlation between communication apprehension and students' achievement, fear of negative evaluation and students' achievement, and overall anxiety and students' achievement. The correlation between test anxiety and students' achievement was negative and significant. (Refer to table 3.8).

Although there was not significant relationship between English language anxiety and students' achievement in English as a foreign language as a whole ($r = -0.120$, $p > 0.01$), and achievement also did not correlate significantly with communication apprehension ($r = -0.094$, $p > 0.01$) and fear of negative evaluation ($r = -0.032$, $p > 0.01$), achievement correlated significantly with one dimension of anxiety i.e. language test anxiety ($r = -0.210$, $p < 0.05$). It was a negative correlation. The test anxiety was consistent with those of Na (2007), who explored the relationship between anxiety and English achievement, and also supported the conclusions reached by several investigators in earlier studies (Horwitz, Horwitz, & Cope, 1986; Price, 1988; MacIntyre & Gardner, 1989; Aida, 1994; Saito & Samimy, 1996; Cassado & Dereshiwsky, 2001; Gregersen & Horwitz, 2002; Daley, 2003; Wörde, 2003; Elkhafaifi, 2005; Woodrow, 2006).

In the study, the significant negative correlation between test anxiety and students' achievement supported the premise that anxiety will influence the achievement, which is, the higher the achievement, the lower the test anxiety and the lower achievement, the higher the test anxiety.

The study indicated high school students indeed had the feeling of anxiety in their English classrooms. And they experienced more anxiety in test situation. Rachman (2004) described test anxiety as people who experience intense anxiety when carrying out formal test or other tasks on which are they to be evaluated.

One possible explanation for this result may lie in the students' English learning orientation. There are two orientations in learning English; integrative or instrumental orientations (Gardner & MacIntyre, 1993). Most students in Indonesia, studying English as foreign language was for passing the examinations. It indicated that studying English has instrumental orientation. Compared with the students live in the countries where the English is as their second language, they study English for interaction out of the classroom. Gardner & MacIntyre (1993) demonstrated that reasons for studying a second language form a number difference factors in addition to the integrative and instrumental ones, depending upon the nature of the community and the language concerned. It is obvious that community in Indonesia, especially in Banjarbaru where the study was conducted, English is as foreign language and the purpose of learning English is for passing the examinations.

Connected with the result of the study, which is, anxiety influenced students' achievement, it is assumed that because students' orientation in learning English were passing the English examinations, they tended to

feel anxious, when they had to face the examination, therefore their anxiety affected their achievement.

3. Research Question 3

Is there a difference between the foreign language anxiety of male and female students?

The result of the study concluded that the difference in English language anxiety between male and female occurred on communication apprehension; and it showed that female was more apprehensive than male in English communication. While on the other two dimensions; fear of negative evaluation and test anxiety, differences were not found differences in English language anxiety between male and female. For overall anxiety, there was no difference in English language anxiety by gender at second (2nd) grade Sekolah Menengah Umum Negeri 1 Banjarbaru. (Refer to table 3.10).

Table 3.9 showed that in terms of English language anxiety, female's means were always slightly higher than male's, which indicated that female might experience more anxiety than male in English classrooms. But the results of t-tests (Table 4.10) showed that there were no differences English language anxiety between male and female on two dimensions and overall anxiety except that of communication apprehension. ($t = -2.05$ and $p = 0.022 < 0.025$). Aida (1994) defined communication apprehension as a person's level of fear or anxiety associated with either real or anticipated communication with another person or persons. Communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people. Horwitz, Horwitz, & Cope (1986) stated that difficulties in speaking in groups (oral communication anxiety) or in public (stage fright), or in listening to or learning a spoken message

(receiver anxiety) are all manifestations of communication apprehension.

Students' English language anxiety obtained in the study was moderate level anxiety. But there was a significant difference in communication apprehension by gender. It was speculated that female students at second (2nd) grade Sekolah Menengah Umum Negeri 1 Banjarbaru experienced the difficulty in speaking among their friends in the classroom or they were more shy to express their idea in front of the class than male students.

The writer assumes that the reasons for the results can be explained in two factors; the difference in learning style and the difference in self confidence. Firstly, Francis & Skelton (2005) stated that there has been work on gendered learning preferences which argues that girls tend to prefer collaborative group-work activities, reflection and discussion; while boys relish competition and prefer whole-class teaching than small group work. It shows the difference learning style between male and female. The difference in learning style may have caused female students in the school where the study was conducted to experience more apprehension in communication in English classroom than male students.

Secondly, female students' were expected to have lower self confidence than male students, and were more anxious to express the ideas and to communicate in front of the class than male students. This statement is supported by McCarty (1986) wrote that women are more likely than men to express low self confidence in achievement situations. Self confidence refers to how individuals perceive their ability to succeed at a particular endeavor, or judge their effectiveness once a task is finished. In her study, McCarty found that women's levels of self confidence were never equal to of those men.

Women seemed to approach this achievement situation with significantly less confidence than peers who were men. This confidence gap did not disappear when men and women received identical cues about their performance. The result in the study supported McCarty's finding. Clark (1993) pointed out that women less self confidence in their ability to present their arguments persuasively as they approached the task and evaluated their performance less positively than did men after completing their message.

But as a whole, the study indicated that there was no differences foreign language anxiety between male and female, this results supported the conclusions reached by several investigators in earlier studies (Price, 1988; Aida, 1994; Woodrow, 2006; Na, 2007).

C. PEDAGOGICAL IMPLICATIONS

Teachers probably have seen in their students many or all of the negative effects of anxiety; extremely anxious students are highly motivated to avoid engaging in the classroom activities they fear most. They may appear simply unprepared or indifferent. Therefore, teachers should always consider the possibility that anxiety is responsible for the student behaviors before attributing poor student performance solely to lack of ability, inadequate background, or poor motivation.

Teachers must acknowledge the existence of foreign language anxiety in their students. After recognizing that many students suffer from foreign language anxiety, the teachers can take steps to reduce students' level of tension and anxiety in the classroom, so that the students will have high confidence and comfortable feeling.

The results of the study indicated that students had moderate level anxiety; test anxiety correlated with students' achievement; and female students were more apprehensive than male students in communicating in English language classroom.

Teachers should always create the learning context that is less stressful. They are expected to be able to create the friendly and lively climate in the classroom in order to increase the students' self confidence. Teacher should select the method and materials appropriately to the classroom according to students' learning style.

Referring to the difference in apprehension between male and female students, the writer suggests that English teachers in Sekolah Menengah Umum Negeri 1 Banjarbaru should increase the female students' self confidence by running the speaking class; firstly, creating collaborative group-work activities in small groups. As students appear to be sensitive to speak up in a big class, the member selection of small group should be based on their choices to reduce their apprehension in expressing their arguments and ideas. The impact of activating small groups in speaking class must be studied by the teacher in the classroom.

Teachers are also expected to create a good relationship with the students, because it can reduce their anxiety by making them feel comfortable. Good relationship with the teachers needs to be considered. Close relationship with the teachers will reduce students' anxiety. To make the students feel comfortable, the teachers are hoped to make an effort to be friendly to the students, talking to them inside and outside of classroom. (Meng & Wang, 2006).

And teachers should always inform and advise that studying English is not only for passing the examination but also as a life skill to the students. So, it is hoped that it can reduce the students' test anxiety and increase their motivation to study English for international communication.

Horwitz & Young (1991) proposed two options to the teachers when facing with anxious students; teachers can help them learn to cope with the existing anxiety-provoking situation and teachers can make the learning context less stressful. It is obvious that the role of teacher in reducing students' foreign language anxiety is very important in order to increase students' achievement.

D. CONCLUSION

The results of the study indicated that the students' anxiety in learning English as foreign language at second (2nd) grade Sekolah Menengah Umum Negeri 1 Banjarbaru was at moderate level. This result is encouraging, and it is suggested that students' English level, which is above average for Indonesians, and age and good relationship with classmates, students' parents' occupation, the role of teacher and students' residence area generally helped to lower the anxiety levels.

There was no significant relationship between English language anxiety and students' achievement in English as a foreign language as a whole. Achievement also did not correlate significantly with communication apprehension and fear of negative evaluation. But a significant negative correlation between test anxiety and students' achievement was indicated. It was suggested that students' orientation in learning English was related to this findings.

It is recommended that teachers inform and advise that studying English is not only for passing the examination but for life skill to the students. So, it is hoped that it can reduce the students' test anxiety and increase their motivation to study English for international communication.

The difference English language anxiety between male and female on communication apprehension is believed to be caused by the difference in students' learning style and the difference in students' self confidence. Teachers are encouraged to create the learning context that is less stressful, and to create the friendly and lively climate in the classroom for increasing the students' self confidence. And teacher are hoped to select the method and materials appropriately for the classroom according to students' learning style.

Last of all, creating a supportive and friendly classroom environment is quite important to reduce students' foreign language anxiety to increase students' achievement. However, the findings of the study could not be generalized to the overall students in Indonesia because the sample of the study was limited only at one school.

Therefore, for further studies, the writer suggests that the research should be conducted in a bigger population from several schools in order to obtain the representative samples.

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APPENDIX

THE FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE

No	Question	SA	A	N	D	SDA
1.	I don't worry about making mistakes in language class.	SA	A	N	D	SDA
2.	I tremble when I know that I'm going to be called on in language class.	SA	A	N	D	SDA
3.	It frightens me when I don't understand what the teacher is saying in the foreign language.	SA	A	N	D	SDA
4.	It wouldn't bother me at all to take more foreign language.	SA	A	N	D	SDA
5.	During language class, I find myself thinking about things that have nothing to do with the course.	SA	A	N	D	SDA
6.	I keep thinking that the other students are better at languages than I am.	SA	A	N	D	SDA
7.	I am usually at ease during tests in my language class.	SA	A	N	D	SDA
8.	I start to panic when I have to speak without preparation in language class.	SA	A	N	D	SDA
9.	I worry about the consequences of failing my foreign language class.	SA	A	N	D	SDA
10.	I don't understand why some people get so upset over foreign language classes.	SA	A	N	D	SDA
11.	In language class, I can get so nervous I forget things I know.	SA	A	N	D	SDA

12.	It embarrasses me to volunteer answers in my language class.	SA	A	N	D	SDA
13.	I would not be nervous speaking in the foreign language with native speakers.	SA	A	N	D	SDA
14.	I get upset when I don't understand what the teacher is correcting.	SA	A	N	D	SDA
15.	Even if I am well prepared for language class, I feel anxious about it.	SA	A	N	D	SDA
16.	I often feel like not going to my language class.	SA	A	N	D	SDA
17.	I feel confident when I speak in foreign language class.	SA	A	N	D	SDA
18.	I am afraid that my language teacher is ready to correct every mistake I make.	SA	A	N	D	SDA
19.	I can feel my heart pounding when I'm going to be called on in language class.	SA	A	N	D	SDA
20.	The more I study for a language test, the more confused I get.	SA	A	N	D	SDA
21.	I don't feel pressure to prepare very well for language class.	SA	A	N	D	SDA
22.	I always feel that the other students speak the language better than I do.	SA	A	N	D	SDA
23.	I feel very self-conscious about speaking the foreign language in front of other students.	SA	A	N	D	SDA
24.	Language class moves so quickly I worry about getting left behind.	SA	A	N	D	SDA

25.	I feel more tense and nervous in my language class than in my other classes.	SA	A	N	D	SDA
26.	I get nervous and confused when I am speaking in my language class.	SA	A	N	D	SDA
26.	I get nervous and confused when I am speaking in my language class.	SA	A	N	D	SDA
27.	When I'm on my way to language class, I feel very sure and relaxed.	SA	A	N	D	SDA
28.	I get nervous when I don't understand every word the language teacher says.	SA	A	N	D	SDA
29.	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	SA	A	N	D	SDA
30.	I am afraid that the other students will laugh at me when I speak the foreign language.	SA	A	N	D	SDA
31.	I would probably feel comfortable around native speakers of the foreign language.	SA	A	N	D	SDA
32.	I get nervous when the language teacher asks questions which I haven't prepared in advance.	SA	A	N	D	SDA
33.	I don't worry about making mistakes in language class.	SA	A	N	D	SDA

SA = Strongly Agree

D = Disagree

A = Agree

SDA = Strongly Disagree

N = Neither Agree Nor Disagree

**SKALA KECEMASAN KELAS BAHASA ASING
(BAHASA INGGRIS)**

No	Pernyataan	SS	S	N	TS	STS
1.	Saya tidak pernah merasa percaya diri ketika saya berbicara bahasa Inggris di kelas.	SS	S	N	TS	STS
2.	Saya <i>tidak</i> khawatir membuat kesalahan saat belajar bahasa Inggris di kelas.	SS	S	N	TS	STS
3.	Saya gemetar ketika saya tahu bahwa saya akan dipanggil (disuruh oleh guru) pada saat belajar bahasa Inggris dikelas.	SS	S	N	TS	STS
4.	Saya takut ketika saya tidak faham apa yang guru katakan dalam bahasa Inggris.	SS	S	N	TS	STS
5.	Tidak mengganggu sama sekali kalau mata pelajaran bahasa Inggris ditambah jam belajarnya.	SS	S	N	TS	STS
6.	Saat belajar bahasa Inggris di kelas, saya memikirkan hal lain yang tidak ada kaitannya dengan pelajaran.	SS	S	N	TS	STS
7.	Saya tetap berfikir bahwa teman-teman lebih baik bahasa Inggris-nya daripada saya.	SS	S	N	TS	STS
8.	Biasanya saya mengerjakan ulangan/ ujian bahasa Inggris dengan tenang (tidak cemas).	SS	S	N	TS	STS

9.	Saya mulai panik ketika saya harus berbicara bahasa Inggris di kelas tanpa persiapan.	SS	S	N	TS	STS
10.	Saya khawatir mata pelajaran bahasa Inggris saya gagal dan akibat-akibatnya nanti.	SS	S	N	TS	STS
11.	Saya tidak faham mengapa sebagian orang sangat terganggu dengan mata pelajaran bahasa Inggris.	SS	S	N	TS	STS
12.	Saat belajar bahasa Inggris di kelas, saya bisa sangat gugup, saya lupa semua yang saya tau.	SS	S	N	TS	STS
13.	Saya malu menjawab pertanyaan tanpa disuruh saat bahasa Inggris di kelas.	SS	S	N	TS	STS
14.	Saya <i>tidak</i> akan gugup berbicara bahasa Inggris dengan orang Inggris.	SS	S	N	TS	STS
15.	Saya ingin menangis ketika saya tidak faham apa yang guru sedang benarkan/perbaiki saat saya membuat kesalahan bahasa Inggris.	SS	S	N	TS	STS
16.	Saya merasa cemas pada pelajaran bahasa Inggris walaupun sudah benar-benar menyiapkan diri.	SS	S	N	TS	STS
17.	Saya sering merasa tidak ingin masuk kelas saat pelajaran bahasa Inggris.	SS	S	N	TS	STS

18.	Saya merasa percaya diri ketika saya berbicara di kelas saat pelajaran bahasa Inggris.	SS	S	N	TS	STS
19.	Saya takut, guru bahasa Inggris saya siap memperbaiki tiap kesalahan bahasa yang saya buat.	SS	S	N	TS	STS
20.	Saya bisa merasakan detak jantung saya ketika saya akan dipanggil (disuruh) saat pelajaran bahasa Inggris di kelas.	SS	S	N	TS	STS
21.	Semakin saya mempersiapkan diri untuk ulangan bahasa Inggris, semakin bingung saya jadinya.	SS	S	N	TS	STS
22.	Saya <i>tidak</i> merasa tertekan untuk menyiapkan diri sebaik-baiknya untuk belajar bahasa Inggris.	SS	S	N	TS	STS
23.	Saya selalu merasa teman-teman berbicara bahasa Inggris lebih baik daripada saya.	SS	S	N	TS	STS
24.	Saya merasa khawatir dan malu berbicara bahasa Inggris didepan teman-teman lain.	SS	S	N	TS	STS
25.	Pelajaran bahasa Inggris terlalu cepat, saya khawatir tertinggal.	SS	S	N	TS	STS
26.	Saya merasa lebih tertekan dan lebih gugup saat belajar pelajaran bahasa Inggris daripada pelajaran lainnya.	SS	S	N	TS	STS

27.	Saya jadi gugup dan bingung ketika saya berbicara bahasa Inggris di kelas.	SS	S	N	TS	STS
28.	Saya merasa yakin dan santai ketika mau masuk kelas mata pelajaran bahasa Inggris.	SS	S	N	TS	STS
29.	Saya jadi gugup ketika saya tidak faham tiap kata yang guru bahasa Inggris ucapkan.	SS	S	N	TS	STS
30.	Saya merasa terlalu banyak hal yang harus dipelajari untuk belajar berbicara bahasa Inggris.	SS	S	N	TS	STS
31.	Saya takut teman-teman lain tertawa saat saya berbicara bahasa Inggris.	SS	S	N	TS	STS
32.	Mungkin saya akan merasa nyaman berada diantara orang-orang Inggris.	SS	S	N	TS	STS
33.	Saya jadi gugup ketika guru bahasa Inggris bertanya padahal saya belum mempersiapkan jawabannya lebih dulu.	SS	S	N	TS	STS

SS = sangat setuju

S = setuju

N = netral

TS = tidak setuju

STS = sangat tidak setuju