

**AN INVESTIGATION OF STUDENTS' FOREIGN LANGUAGE
ANXIETY IN THE EFL CLASSROOM : IT'S LEVELS, CAUSES,
AND COPING STRATEGIES
(A CASE STUDY IN PRIVATE UNIVERSITY IN JAKARTA)**

THESIS

**Submmited to Fulfill Requirement for The Degree of
Master of Education**

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ABSTRAK

Nur Bintang Zul Hulaifah. An Investigation of Students' Foreign Language Anxiety in The EFL Classroom : It's Levels, Causes, and Coping Strategies (A Case Study In Private University In Jakarta). Tesis. Program Magister Jurusan Pendidikan Bahasa Inggris. Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA. November 2018.

Penelitian ini bertujuan untuk mengetahui tingkat kecemasan bahasa asing siswa, penyebabnya, dan bagaimana mereka menanggulangnya. Penelitian ini menggunakan metode campuran pada studi kasus. Terdapat tiga jenis instrument yang digunakan pada penelitian ini. Yaitu kuesioner, wawancara semi struktur, dan observasi kelas. Data kuantitatif dikumpulkan melalui angket Skala Kecemasan Kelas Bahasa Asing. Data dianalisa melalui Statistical Package for Social Sciences (SPSS) 15.0. Metode kualitatifnya dipilih melalui observasi kelas dan wawancara semi struktur.

Penelitian ini melibatkan 28 pria dan wanita dari mahasiswa EFL yang terdaftar di Fakultas Keguruan dan Ilmu Pendidikan di salah satu universitas swasta di Jakarta. Item – item kuesioner menunjukan bahwa ada dua level kecemasan pada penelitian ini sebagai berikut : 1. Kecemasan level rendah (32,1%) and 2. Kecemasan level sedang (67,9%). Dari kombinasi item – item kuesioner dan wawancara semi struktur lima penyebab kecemasan berbahasa diklarifikasi: Kecemasan Melakukan Test (Item No. 10), Kecemasan Berkomunikasi (Item No. 9), and Kecemasan Terhadap Penilaian Negatif (Item No. 23, 7, and 33). Beberapa kemungkinan penyebab munculnya kecemasan pada siswa, seperti kosakata dan tata bahasa yang tidak memadai, penilaian diri sendiri, dan kurangnya persiapan berbicara tergambar dalam penelitian ini. Total lima strategi penanggulangan berdasarkan Kondo dan Ling (2004) dapat diidentifikasi. Dan tidak ada perbedaan signifikan yang ditemukan antara siswa dengan tingkat kecemasan yang berbeda dan strategi penanggulangan yang mereka gunakan.

Keywords : Foreign Language Anxiety, Speaking Anxiety, FLCAS, Level of Anxiety, Causes of Anxiety, Coping Strategies in Responding to Anxiety

ABSTRACT

Nur Bintang Zul Hulaifah. An Investigation of Students' Foreign Language Anxiety in The EFL Classroom: It's Levels, Causes, and Coping Strategies (A Case Study In Private University In Jakarta). Thesis. Master of English Education Departement, Post Graduate School University of Muhammadiyah Prof. DR. HAMKA. November 2018.

This research intended to find out EFL University Students' level of language anxiety, it causes, and how they cope with it. The present study implemented a mixed method in case study research. There were three instruments applied in this research. Those were a questionnaire, semi-structured interview, and classroom observations. The quantitative data were collected by questionnaire through FLCAS. The data analyzed through the Statistical Package for Social Sciences (SPSS) 15.0. The qualitative method was chosen through classroom observation and a semi-structured interview.

This research involved 28 males and females of the EFL university students who enrolled in the Faculty of Teacher Training and Education at one of a private university in Jakarta. The questionnaire items showed that there were two levels of anxiety in this research as follows: 1. Low level of anxiety (32,1%) and 2. Moderate level of anxiety (67,9%). From the combination of questionnaire items and semi-structured interview five causes of language anxiety were clarified: Test Anxiety (Item No. 10), Communication Apprehension (Item No. 9), and Fear of Negative Evaluations (Item No. 23, 7, and 33). Some possible causes that create anxiety among learners, such as inadequate vocabulary/grammatical knowledge, Self – assessment, and Lack of speaking preparation, were captured in this study. A total of five coping strategies based on Kondo and Ling (2004) were initially identified. Also, there were no significant differences found between students with different level of language anxiety and the coping strategies they use.

Keywords : Foreign Language Anxiety, Speaking Anxiety, FLCAS, Level of Anxiety, Causes of Anxiety, Coping Strategies in Responding to Anxiety


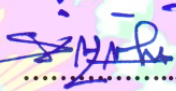




THESIS COMMITTEE APPROVAL

AN INVESTIGATION OF STUDENTS' FOREIGN LANGUAGE ANXIETY IN THE EFL CLASSROOM : IT'S LEVELS, CAUSES, AND COPING STRATEGIES (A CASE STUDY IN PRIVATE UNIVERSITY IN JAKARTA)

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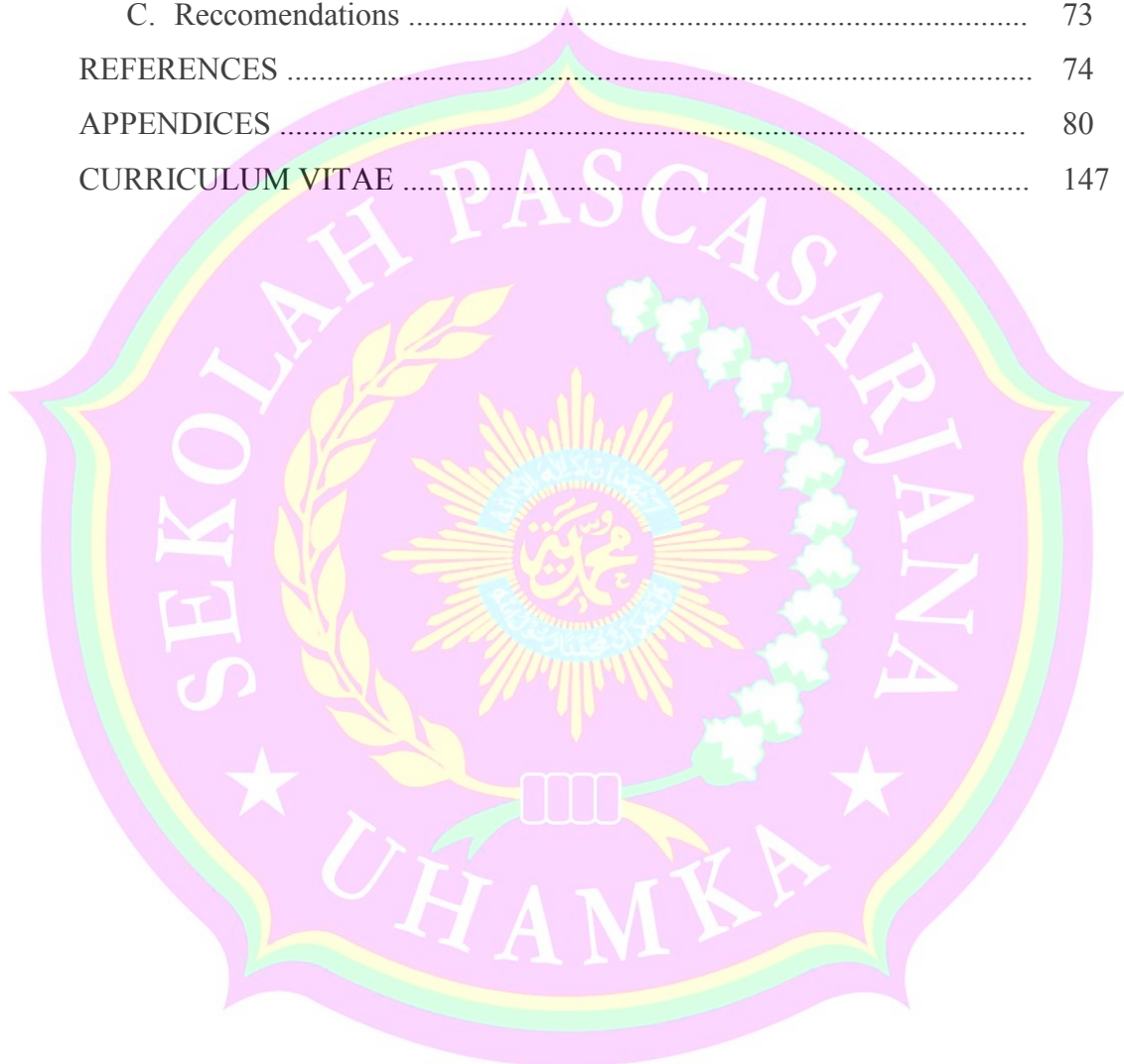

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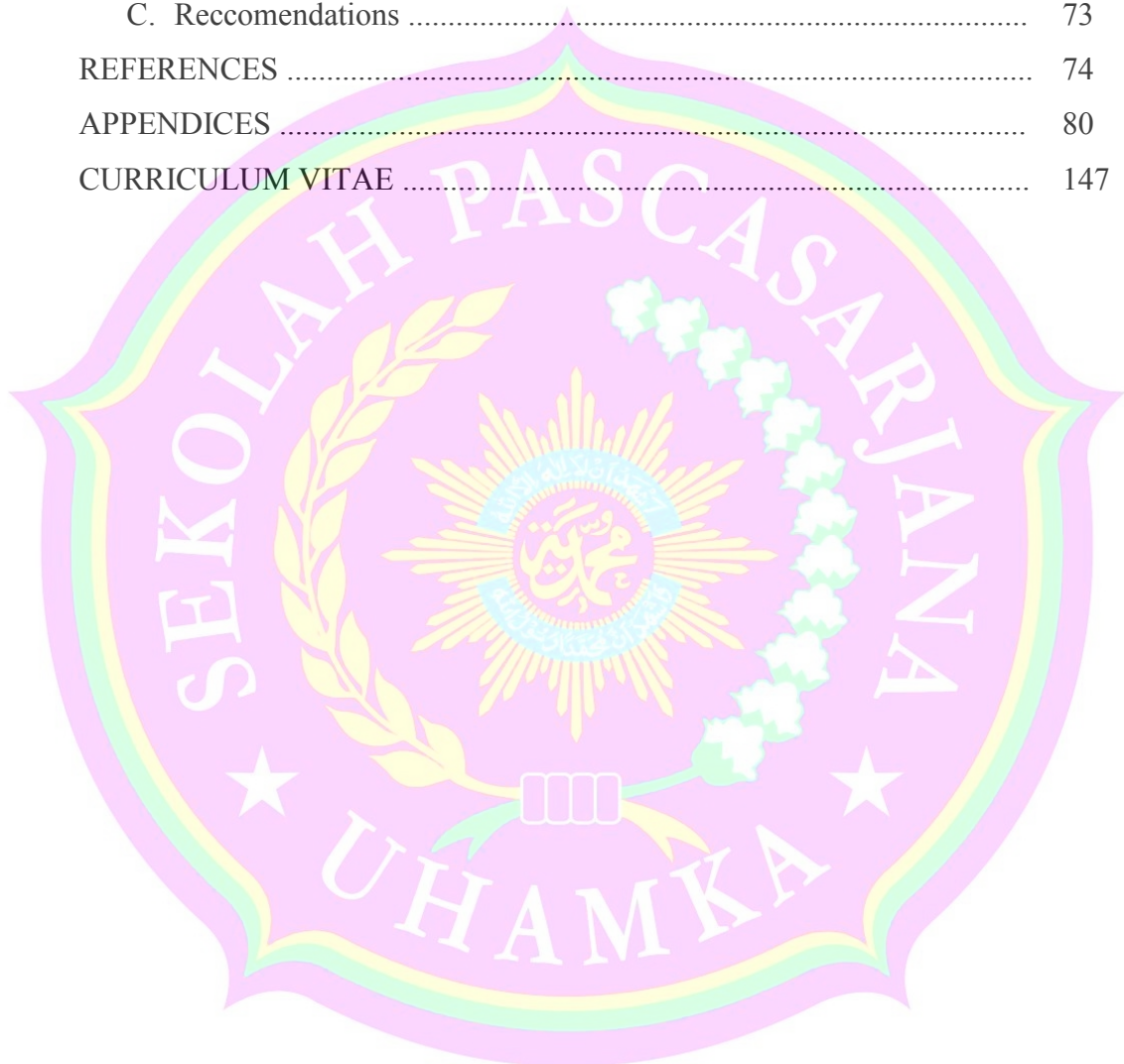
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CHAPTER I

INTRODUCTION

This chapter is intended to find out the causes, levels, and coping strategies toward anxiety of the EFL learners. This chapter is consist of five-part: Background of the research, Identification of The Problems, Limitation of the Problems, Research Questions, and Significance of the Research.

A. Background to the Research

In this era of globalization, the need to mastering the English language is very important and crucial. English as lingua franca – the use of English as the common tool to communicate among speakers with different languages – has been applied by South East Asian countries (as number one foreign language which taught and learned in the educational system in many different levels. Foreign language education, because of its importance nowadays, has grown quickly during the last two decades at many institutions and universities in Indonesia. In Indonesia, English is put as the main foreign language that taught in all secondary and higher institutions in Indonesia based on the Decree of Minister of Education No. 060/U/1993 dated 25 February 1993.

In Indonesia, there are more than 700 languages that spoken around this country. It can be concluded that Indonesian are familiar with using more than one language in their daily life. However, using English as another language in their daily life is kind of exceptional. Although there has been a massive development in English curriculum and

teaching methods, the reality shows that most Indonesian's learners can hardly use English in real life even for simple purposes (Lie, 2007).

Many EFL English teachers are familiar with the common problems faced by their students. Most of their students are hesitant to speak or reject to join the classroom teaching and learning process. For mostly Indonesian EFL (English Foreign Language) learner, regularly using and deeply understanding English is difficult because their mother tongue is not English. Their learning process will always interfere with their mother tongue. Most of EFL learners in Indonesia tend to use the mother tongue patterns when they produce oral utterances or written forms which are not available in the target language.

Another possible reason is that EFL students are sometimes feeling uneasy or have a highly anxious feeling toward using English whether it is in the classroom or to communicate with each other. A large amount of research (e.g., Sadiq, 2017; Tuppong, 2014; Amanzadeh & Aghajani, 2017; and Önem, 2010) proved that language anxiety especially foreign language anxiety had been considered as one of the crucial factors that influence second or foreign language learning. Most of EFL learners experience a feeling of anxiety during the process of language learning. Although the degree and causes of this feeling may differ from one another, it cannot be claimed that it does not exist at all.

Anxiety is one of the most well documented psychological phenomena. What makes this kind of anxiety called as Foreign Language Anxiety is because the learners are supposed to communicate using language that they do not really have competence at. Foreign language anxiety is the type of anxiety which specifically correlated with

second language learning. It can arise from many different kinds of sources (Ohata, 2005). To quote Go, et al., (2011) that language classroom naturally presents as anxiety – causing the situation to some language learners, where it engage constant and periodic evaluation of the learners' performance and their competence.

Related to language classroom, studies show some of the causes of language learning anxiety. The first causes are fear of negative evaluations. Students' fears of negative evaluations are brought by the environment of foreign language classroom where students being monitored and evaluated by the fluent speakers in the classroom (Horwitz, 1986). Not only from the teacher, but the evaluation from their peers also contributes to EFL learner level of anxiety. Another cause of foreign language anxiety has also come from student's own perception about their own ability in the target language. They used to compare their ability with the native speakers who lead them to anxiety. Not only two reasons before, but fear of testing also contributes to students anxiety. EFL students tend to know grammar, but they used to forget it while they were taking the test. Test anxiety also can come from the ambiguous or unfamiliar format of the test. As argues by Young (1991, p. 429) that "In language testing, the greater the degree of students evaluation and more unfamiliar and ambiguous the test tasks and formats, the more the learner anxiety produced."

Studying, surprisingly, can also create test anxiety. When students study a lot in order to get a high grade but in reality they get a poor grade because of the material they study is not what is on the test. It may produce anxiety in face language classroom that leads to studying avoidance.

With the causes of language anxiety in the foreign language classroom, those problems need to be solved by the teachers to help the student cope with language anxiety. Series of questions about what students are actually doing in order to cope with anxiety may be possible to help students with anxious feeling toward the EFL learning process. As suggested by Young (1991, p. 429) “Recognizing learners manifestations of anxieties related to speaking, negative evaluations and foreign language learning – generated anxieties are important first steps in coping with language anxiety.”

B. Identification of the Problems

From the background of the research in point A, some of the problems can be notified as follow :

1. Students are rarely to join the EFL classroom learning process.
2. Indonesian EFL learners are interfered by the mother tongue.
3. Causes of anxiety that may impede the learning process in EFL Classroom
4. Students' coping strategies in face language anxiety
5. EFL students' level of anxiety may be different one another

C. Limitation of the Problems

From the identification of the problems above, this study aimed to focus on the levels, causes, and coping strategies of foreign language anxiety that experienced by EFL learners. This study conducted among undergraduate students of the private university in Jakarta. It aims to provide a whole context of foreign language anxiety. The data were gathered through questionnaires and semi-structured interview analysis.

The findings that will be concluded in this study should not be the standards of other factors that may arise when there are others who conducted a similar study with a different context.

D. Research Questions

This study is an attempt to answer the following research questions :

1. How is the level of language anxiety among EFL university students?
2. What are the causes of language anxiety among EFL university students?
3. What kind of coping strategies do EFL university students use in responding to language anxiety?
4. Do EFL university students with different level of anxiety have a different kind of coping strategies?

E. Research Objectives

1. To find out the level of language anxiety among EFL university students.
2. To recognize the causes of language anxiety among EFL university students.
3. To identify kinds of coping strategies EFL university students use in responding to language anxiety.
4. To reveal whether EFL university students with a different level of anxiety have a different kind of coping strategies.

F. Significance of the Research

As mentioned in several points above, anxiety is one of the crucial factors that may affect the foreign language learning process. Foreign language anxiety may create EFL learners barrier in face English learning process. This crucial factor needs detailed exploration about the causes of language anxiety and investigation about how EFL learners reduce it. However, by understanding about the causes, levels, and coping strategies of language anxiety of students in EFL classroom, it expected teachers to have better strategies and teaching methods that will help EFL learners to achieve English subject better. It will also benefit to EFL classroom teachers that they can evaluate their own performance to deliver the knowledge and minimize the tendencies of creating stressful and demanding classroom environment. Moreover, also, the teachers will be able to reduce the factors of language anxiety that may impede students in EFL classroom.

It is important to investigate anxiety from the learners' perspective in order to find out what factors that create an anxious feeling. By reducing that factors, it is hoped that EFL teachers are able to create a comfortable classroom environment, so the more effective language learning process would take place. The most important, EFL learners with language anxiety can be a source of guidance for language teachers in order to help them in reducing language anxiety from the perspective of the learners. Moreover, future researchers could dwell on how foreign language anxiety affects EFL learners by conducting a study to apply the findings concluded by this study.

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