

ANXIETY OF ENGLISH LEARNING AND LEARNING STRATEGIES' INFLUENCE TO SPEAKING ABILITY

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Abstract:

This study focuses on investigating the influence of anxiety in learning English, learning strategies and English speaking ability of the students where English is their foreign language. Results of the study show that most of the respondents (82.01% = 110 respondents) belong to the second level of foreign language classroom anxiety or medium anxiety. Meanwhile, language learning strategies are applied in varied ways and there is no single strategy dominates the students' choice. Speaking ability test shows the scores of the students range from 53 to 82 where only half number of the students achieves satisfying scores (70-82).

Based on the statistical calculation using multiple regression, the value of correlation between anxiety level and speaking ability is -0.325. Therefore, the statistical hypothesis that stating anxiety of the learning of English gives significant influence to speaking ability is accepted (Ho is rejected and Ha is accepted). On the contrary, for the correlation between learning strategies and speaking ability the value is 0.104 with significant level is 0.116. The significant level is higher than 0.05 displays that there is no correlation between those two variables. Result of ANOVA is $F = 8.213$, sig. = 0.00 (less than 0.05). The multiple regression model of the result of this study is $\hat{Y} = 90.057 - 0.159X_1 - 0.031X_2$. This model indicates that the regression is significant. The result also shows that anxiety level and learning strategies give low influence to speaking ability (11.1%).

Keywords:

anxiety, FLCAS, learning strategies, speaking ability

A. Introduction

As a foreign language, English is sometimes considered a very difficult subject to be mastered by the students in Indonesia. The difficulty might be caused by the nature of a language as something complex, furthermore in language learning the learners must deal with not only the components of language but also culture, pragmatic, classroom

atmosphere, and interaction among learners.

Those factors, and many other factors, seem like increasing the difficulty of and lead to "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" or usually known as

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foreign language anxiety¹. Anxiety is one of personality factors within a person that can contribute in some way to the success of language learning². In second language context, anxiety in the classroom has been identified to give serious influence to the language performance and the learning process³. So it can be assumed that the anxiety in the setting of foreign language learning gives bigger influence. Foreign language classroom anxiety is completely different from other types of anxieties. Learners may have the feeling of being unable to express their own ideas in a foreign language classroom where foreign language anxiety emerges.

Learners of English as a second language usually feel that English is one of the most stressful

classes they have ever had. Many studies appear to indicate that language anxiety is linked to performance in the second language⁴. The stress seems to be higher in the classroom of English as foreign language. Therefore, facilitating students' learning of a second or foreign language is a challenge for many language teachers. Many educators believe that students learn more effectively under stress-free learning conditions. For example, when students have to use the foreign language in front of the class or when the teacher is correcting errors, students' anxiety level may rise, causing their performance to falter.

Since foreign language anxiety does not only affects students' attitude and language learning but also is considered to have more debilitating effects than facilitating effects, an investigation and detailed analysis of foreign language anxiety is necessary and significant. Therefore, this issue attracts many scholars to conduct investigation on anxiety, especially in the setting of foreign language learning. In Indonesia, English is a compulsory foreign language to be taught nationally, from elementary school to university level. And even though anxiety has important influence in learning second or

¹Azim, S. and Sara, I. 2007. *Language Anxiety and Emotional Intelligence among EFL (English as a foreign language) university students in Sargodha*. http://www.scribd.com/doc/3009608/explore-the-relationship-between-foreign-language-anxiety-and-emotional-intelligence-among-EFL-English-as-a-foreign-language?_cache_revision=1235867715&_use_r_id=-1&enable_docview_caching=1 (Horwitz, Horwitz, and Cope in Azim and Sara, 2007:4; Tallon: http://www.uiv.edu/firstyear/documents/ACultureofCaring_TallonMichael.pdf)

²Brown, H.D. 2000. *Principles of Language Learning and Teaching*. New York: Pearson Education Company.

³Ohata, K. 2005. Language Anxiety from the Teacher's Perspective: Interview with Seven Experienced ESF/EFL Teachers. *Journal of Language and Learning* 3(133-155). <http://www.shakespeare.uk.net/journal/jllear>

⁴ Azim, S. and Sara, I. 2007. *Language Anxiety and Emotional Intelligence among EFL*.

foreign language, it is undeniable that it does not get much attention from teachers, parents, and even the students themselves.

Foreign or second language learners usually encounter difficulties in the mastery of listening, speaking, reading, and writing. Many research reported that among four language skills, speaking task gives most stress to the learners⁵. Time for speaking in foreign language is frequently becoming a nightmare for learners since they might express their inability and failure in speaking in the target language. Even though they are good in learning other skills, a 'mental block' will be experienced as an obstacle in producing spoken language⁶.

The study to be conducted is purposed to investigate the anxiety of foreign language experienced by English Department students of Mulawarman University and the strategies they have applied in language learning. In addition, their ability in English speaking will be measured as well to find out its correlation to anxiety. The

interpretation will be administered across gender and some other personal differences.

B. Literature Review (General Concepts of Anxiety)

Anxiety can be described as the state of feeling nervous or worried that something bad is going to happen, a worry or fear about something. In similar way Horwitz *et al.* in Brown, Robson, and Rosenkjar mention anxiety as subjective feeling of tension, apprehension, nervousness, and worry.⁷ Anxiety is an abstract thing that can only be observed by seeing the symptoms appear physically. Scovel in Hayati and Ghassemi associated anxiety with feeling of uneasiness, frustration, self-doubt, apprehension or worry⁸. Spielberger defines anxiety as a feeling of uneasiness and apprehension, usually about a situation with uncertain outcomes⁹. From psychology point of view, Wittig and Williams defined anxiety as a state of uneasiness or worry that is difficult to trace to a specify cause. As id the case with fear, anxiety is not

⁵Maeng, U. 2008. English Teachers' Language Anxiety in the Intensive Teacher Training Program and in the Classroom. *English Language & Literature Teaching*, 14(149-172)

⁶Tanveer, M. 2007. *Investigation Of The Factors That Cause Language Anxiety For Esl/Efl Learners In Learning Speaking Skills And The Influence It Casts On Communication In The Target Language*. Doctoral Dissertation, University Of Glasgow. [Http://www.asian-afl-journal.com/thesis_M_Tanveer.pdf](http://www.asian-afl-journal.com/thesis_M_Tanveer.pdf)

⁷Brown, H.D. 2000. *Principles of Language Learning and Teaching*. New York: Pearson Education Company, p.364

⁸A.M. and Ghassemi, E. 2008. The effect of anxiety on reading comprehension across genders: A case of Iranian EFL learners. *The Iranian EFL Journal* 2(101-123).

⁹See, Chiang, Y. 2006. *Connecting Two Anxiety Constructs: An Interdisciplinary Study of Foreign Language Anxiety and Interpretation Anxiety*. Dissertation. University of Texas.

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easy to predict: It does not strike all people equally or under the same condition. Symptoms of anxiety sometimes appear in exaggerated form. All of the definitions mentioned above are concisely describing that the feeling of anxious is experienced by a person as he or she feels unhappy, nervous and fear that something unpleasant may happen. Anxiety depends on individual's characteristics, the triggers and sources of anxiety are different for each person. The effects or influences of anxiety vary from a person to person as well. In other words anxiety is a psychological condition of uneasiness that arise on different circumstances on each individual.

In general, anxiety can be categorized into three categories¹⁰ Hayati and Ghassemi they are trait anxiety, state anxiety, and situational anxiety (situation-specific anxiety). Although there is no clear limitation about the differences of these three categories of anxiety, they can be explained as mentioned below.

The first group or anxiety is trait anxiety which is more permanent predisposition. This anxiety is the deepest form of anxiety and related to stable personality characteristic. It is a common feeling in all human being;

anxious about many things. This anxiety is relatively stable; a person with high trait anxiety will be more prone to anxiety reactions and experience greater anxiety intensity than those low in trait anxiety.¹¹ This type of anxiety becomes the nature of humans' condition and lasts for all time.

The second anxiety, state anxiety, deals with the response to a particular anxiety-provoking stimulus. Spielberger¹² defined state anxiety as a temporary emotional state of subjective, consciously perceived feelings of apprehension and tension, accompanied by or associated with activation or arousal of the autonomic nervous system responses in reaction to a particular stimulus, for example prior to taking examination or public speaking. This type of anxiety is intended to last only for a short time and is happening before certain events.

Situational anxiety or situation-specific anxiety views on the situation in which anxiety is aroused. Aydin stated that Ellis defines this anxiety as anxiety related to apprehension unique to specific situation and

¹⁰Katilin, P. 2006. Foreign Language Classroom Anxiety: A Classroom Perspective. *Empirical studies in English applied linguistics*, (39-58). <http://www.pte.hu/uprt/1.3%20Piniel.pdf>, p. 40.

¹¹Chiang, Y. 2006. *Connecting Two Anxiety Constructs: An Interdisciplinary Study of Foreign Language Anxiety and Interpretation Anxiety*. Dissertation. University of Texas, p.15.

¹²*Ibid.*; See also in Chan, D.Y, and Wu, G. 2004. A Study of Foreign Language Anxiety of EFL Elementary School Students in Taipei County. *Journal of National Taipei Teachers College*, 17(287-320). <http://academic.ntue.edu.tw>, p. 290.

events. Situation-specific anxiety requires the person to ascribe their anxiety to particular situations.¹³ A learner will experience situation specific anxiety when she or he gets affianced in particular situation. The main difference between this anxiety and the previous one is that in situation-specific anxiety a learner must consider that this anxiety is caused by particular thing.

C. Anxiety in Foreign Language Learning

Anxiety was used to be generalized over second and foreign language setting. Ohata¹⁴ mentioned two approaches to identify language anxiety to get mutual goal of understanding the phenomenon more thoroughly. The first perspective is by viewing language anxiety as a transfer of other general types of anxiety. The second perspective is identifying language anxiety as a unique type of anxiety or "the worry and negative emotional reaction aroused when learning a second language". It was not considered as different thing but actually the case is different, since the situation on those different setting is completely

different. MacIntyre¹⁵ viewed language anxiety from the perspectives of both social and cognitive and defined it as the feelings of tension and discomfort, negative self-evaluations, and a tendency to withdraw in the presence of others.

Horwitz mentioned that anxiety in foreign language learning can be categorized into the last group of anxiety mentioned above, situational anxiety.¹⁶ Foreign language anxiety, recognized as an affective factor in foreign language learning and normally discussed alongside other individual learner differences is still considered to be a relatively new and developing area within foreign language research.¹⁷ Foreign language anxiety is important because it can represent an emotionally and physically uncomfortable experience for some

¹⁵Azim, S. and Sara, I. 2007. Language Anxiety and Emotional Intelligence among EFL (English as a foreign language) university students in Sargodha. http://www.scribd.com/doc/3009608/explore-the-relationship-between-foreign-language-anxiety-and-emotional-intelligence-among-EFL-English-as-a-foreign-language?_cache_revision=1235867715&use_r_id=-1&enable_docview_caching=1, p. 12.

¹⁶Chan, D.Y, and Wu, G. 2004. A Study of Foreign Language Anxiety of EFL Elementary School Students in Taipei County. *Journal of National Taipei Teachers College*, 17(287-320). <http://academic.ntue.edu.tw>, p. 291.

¹⁷Gardner & MacIntyre in Katilin, P. 2006. Foreign Language Classroom Anxiety: A Classroom Perspective. *Empirical studies in English applied linguistics*, (39-58). <http://www.pte.hu/uprt/1.3%20Piniel.pdf>, p. 40.

¹³Ibid., p. 291.

¹⁴Ohata, K. 2005. Language Anxiety from the Teacher's Perspective: Interview with Seven Experienced ESF/EFL Teachers. *Journal of Language and Learning* 3(133-155). <http://www.shakespeare.uk.net/journal/jllear>, p.135-136.

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students. Foreign language anxiety itself can have contradictory effects on language learning, and as such literature mentions both debilitating and facilitating types of anxiety, where debilitating anxiety poses an obstacle to language learning, whereas facilitating anxiety facilitates or fosters it.

The term foreign language anxiety is a new term proposed by Horwitz and Cope in 1986 to specify anxiety in second language context.¹⁸ Horwitz and Cope defined this term as a distinct complex phenomenon of "self-perceptions, beliefs, feelings,

and behaviors related to classroom language learning arising from the uniqueness of the language learning process". Meanwhile, MacIntyre considered anxiety as phenomenon of some kind of mental block against language learning by language teachers and researchers as well as learners themselves.¹⁹

Horwitz *et al.* state that foreign language anxiety generally manifests itself in three indicators; they are apprehension in communication, apprehension of test, and fear of evaluation.²⁰

¹⁸Ohata, K. 2005. Language Anxiety from the Teacher's Perspective: Interview with Seven Experienced ESF/EFL Teachers. *Journal of Language and Learning* 3(133-155). <http://www.shakespeare.uk.net/journal/jllear>, p.134; Azim, S. and Sara, I. 2007. Language Anxiety and Emotional Intelligence among EFL (English as a foreign language) university students in Sargodha. http://www.scribd.com/doc/3009608/explore-the-relationship-between-foreign-language-anxiety-and-emotional-intelligence-among-EFL-English-as-a-foreign-language?_cache_revision=1235867715&use_r_id=1&enable_docview_caching=1, p. 4; Rouhani, A. 2008. An Investigation into Emotional Intelligence, Foreign Language Anxiety and Empathy through a Cognitive-Affective Course in an EFL Context. *Linguistik online* 34, 2(41-57). http://www.linguistik-online.de/34_08/rouhani.pdf, p. 44; Katilin, P. 2006. Foreign Language Classroom Anxiety: A Classroom Perspective. *Empirical studies in English applied linguistics*, (39-58). <http://www.pt.ehu/uprt/1.3%20Piniel.pdf>, p. 40; Tallon, http://www.uiv.edu/firstyear/documents/ACultureofCaring_TallonMichael.pdf; Chiang, Y. 2006. *Connecting Two Anxiety Constructs: An Interdisciplinary Study of Foreign Language Anxiety and Interpretation Anxiety*. Dissertation. University of Texas, p. 29.

¹⁹Ohata, K. 2005. Language Anxiety from the Teacher's Perspective: Interview with Seven Experienced ESF/EFL Teachers. *Journal of Language and Learning* 3(133-155). <http://www.shakespeare.uk.net/journal/jllear>, p.134

²⁰Brown, J.D., Robson, G., and Rosenkjar, P.R. 2002. Personality, Motivation, Anxiety, Strategies, and Language Proficiency of Japanese Students. in Z. Dornyei and R. Schmidt (Eds.) *Motivation and Second Language Acquisition* 23 (361-398). Hawaii: University of Hawaii, p. 151; Ohata, K. 2005. Language Anxiety from the Teacher's Perspective: Interview with Seven Experienced ESF/EFL Teachers. *Journal of Language and Learning* 3(133-155). <http://www.shakespeare.uk.net/journal/jllear>, p. 136-137; Tanveer, M. 2007. *Investigation Of The Factors That Cause Language Anxiety For Esl/Efl Learners In Learning Speaking Skills And The Influence It Casts On Communication In The Target Language*. Doctoral Dissertation, University Of Glasgow. [Http://www.asian-afl-journal.com/thesis_M_Tanveer.pdf](http://www.asian-afl-journal.com/thesis_M_Tanveer.pdf), p. 11; Hayati, A.M. and Ghassemi, E. 2008. The effect of anxiety on reading comprehension across genders: A case of Iranian EFL learners. *The Iranian EFL Journal* 2(101-123), p. 104; Rouhani, A. 2008. An Investigation into Emotional Intelligence, Foreign Language Anxiety and Empathy through a Cognitive-Affective Course in an EFL Context. *Linguistik online* 34, 2(41-57).

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According to McCroskey, communication apprehension is an individual's level of fear or anxiety associated with either real or anticipated communication with other persons.²¹ This apprehension generally refers to a type of anxiety experienced in interpersonal communicative setting and seems to be increased in relation to the learners' negative self-perception caused by the inability to understand others and make themselves understood.²² Communication anxiety may be specific to just a few settings (e.g., public speaking) or may exist in most everyday communication situations, or may even be part of a general anxiety trait that arises in many facets of an individual's life. Anxiety has occasionally been found to facilitate language learning. Anxiety, in its debilitating and facilitating forms, serves simultaneously to motivate and to warn the learner. Learners' personality traits such as shyness, quietness, and reticence are considered to frequently precipitate

communication apprehension. These feelings of shyness vary greatly from individual to individual, and from situation to situation. McCroskey and Bond's study found seven factors that could result in a quiet child (this can equally offer explanation of adult CA); (1) low intellectual skills, (2) speech skill deficiencies, (3) voluntary social introversion, (4) social alienation, (5) communication anxiety, (6) low social self-esteem, (7) ethnic/cultural divergence in communication norms.²³ Communication apprehension obviously plays a large role in second/foreign language anxiety. Horwitz, *et al.* said, people who are apprehensive speaking in dyads or groups are likely to be even in more trouble when doing so in a second/foreign language class, where "in addition to feeling less in control of the communicative situation, they also may feel that their attempts at oral work are constantly being monitored"²⁴.

Sarason define test anxiety as "the tendency to view with alarm the consequences of inadequate performance in an evaluative situation".²⁵ Test anxiety occurs when

http://www.linguistik-online.de/34_08/rouhani.pdf, p. 44.

²¹Chan, D.Y, and Wu, G. 2004. A Study of Foreign Language Anxiety of EFL Elementary School Students in Taipei County. *Journal of National Taipei Teachers College*, 17(287-320). <http://academic.ntue.edu.tw>, p. 292.

²²Ohata, K. 2005. Language Anxiety from the Teacher's Perspective: Interview with Seven Experienced ESF/EFL Teachers. *Journal of Language and Learning* 3(133-155). <http://www.shakespeare.uk.net/journal/jlllear>, p. 137.

²³Tanveer, M. 2007. *Investigation Of The Factors That Cause Language Anxiety For Esl/Efl Learners In Learning Speaking Skills And The Influence It Casts On Communication In The Target Language*. Doctoral Dissertation, University Of Glasgow. http://www.asian-afl-journal.com/thesis_M_Tanveer.pdf, p. 12.

²⁴Ibid., p. 13

²⁵Chan, D.Y, and Wu, G. 2004. A Study of Foreign Language Anxiety of EFL Elementary

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students have poor performance in the previous tests. Horwitz states that this term "refers to a type of performance anxiety stemming from a fear of failure". Test anxiety is quite pervasive in language classrooms because of its continuous performance evaluative nature.²⁶ Test anxiety will lead to performance anxiety. Learners with high level of test anxiety tend to demand themselves highly. For them, perfection is something they must achieve. If they cannot reach the perfection, it considered as failure.

According to Watson et.al., fear of negative evaluation is defined as 'apprehension about others' evaluations, distress over their negative evaluations, and the expectation that others would evaluate oneself negatively'.²⁷ Fear of negative evaluation is an extension of

the second component (*test anxiety*) of second/foreign language anxiety because it is not limited to test-taking situations; rather, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in second/foreign language class. Learners' fear of being negatively evaluated in the classroom can be further intensified when the instructors believe that their primary role is to constantly correct students' errors more like a drill sergeant's than that of a facilitator.²⁸ For example is the correction on some errors. Even though learners realize that this kind of correction is important to improve their language ability, it still in the other hand becomes the potential trigger to provoke students' anxiety.

Facilitating students' learning of a second language is a challenge for many language teachers. Many educators believe that students learn more effectively under stress-free learning conditions. For example, when students have to use the foreign language in front of the class or when the teacher is correcting errors, students' anxiety level may rise, causing their performance to falter. Studies appear to indicate that language anxiety is linked to performance in the second language.

School Students in Taipei County. *Journal of National Taipei Teachers College*, 17(287-320). <http://academic.ntue.edu.tw>, p. 293.

²⁶Tanveer, M. 2007. *Investigation Of The Factors That Cause Language Anxiety For Esl/Efl Learners In Learning Speaking Skills And The Influence It Casts On Communication In The Target Language*. Doctoral Dissertation, University Of Glasgow. Http://www.asian-afl-journal.com/thesis_M_Tanveer.pdf., p. 13.

²⁷Chan, D.Y, and Wu, G. 2004. A Study of Foreign Language Anxiety of EFL Elementary School Students in Taipei County. *Journal of National Taipei Teachers College*, 17(287-320). <http://academic.ntue.edu.tw>, p. 293; Ohata, K. 2005. Language Anxiety from the Teacher's Perspective: Interview with Seven Experienced ESF/EFL Teachers. *Journal of Language and Learning* 3(133-155). <http://www.shakespeare.uk.net/journal/jlllear>, p. 137.

²⁸Ibid., p. 137.

D. Anxiety In Speaking English As a Foreign Language

Speaking is the second language-skill that a human learns, after the first basic skill; listening. Number of research mentioned that engaging in a situation where an EFL learner is required to speak has become the main source of anxiety. MacIntyre and Gardner believed that anxiety upon language learning had great effects on the output stage in terms of output, performance, course grade, and other such criteria. Horwitz *et al.* also show similar point of view that difficulty speaking foreign language while feeling anxious in class seems to be the most concern for language students.

Horwitz *et al.* also stated that difficulty in speaking in class is probably the most frequently cited concern of the anxious foreign language students seeking help. They added since speaking in the target language seems to be the most threatening aspect of foreign language learning, the current emphasis on the development of communicative competence poses particularly great difficulties for the anxious student.

E. Concepts Related To Learning Strategies

Strategies in language learning started to become one of the focuses in education research in the mid-70s. Learning strategies have

been defined by Oxford as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations". It is also defined as any set of operations or steps used by a learner that will facilitate the acquisition, storage, retrieval, or use of information, according to O'Malley *et al.*²⁹ This term refers to the techniques one applies in solving certain problem.

In addition, O'Malley *et al.* said that Learning strategies are generally classified into three main categories.³⁰ They are metacognitive strategies, cognitive strategies, and socioaffective strategies. The first category deals with information-processing theory to indicate an "executive" function, strategies that involve planning for learning, considering the learning process while it is running, monitoring of production or comprehension, and evaluating learning after an activity is accomplished. In other words, these strategies reflect knowledge of the learning process and are applied to regulate learning.

The cognitive strategies refer to operations that relate to specific

²⁹Rossi-Le, L. 1989. *Perceptual Learning Style Preferences And Their Relationship To Language Learning Strategies in Adult Students Of English As A Second Language*. Doctoral Dissertation. Drake University. p. 32.

³⁰Brown, H.D. 2000. *Principles of Language Learning and Teaching*. New York: Pearson Education Company., p. 124.

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learning tasks and include reciting, memorizing, and taking notes. Many factors have been identified as contributing to a learner's self-selection of learning strategies including motivation, aptitude, cognitive maturity and overall learning style (Schmeck in Rossi-Le, 1989:25). These are more limited to specific learning task and involve more direct manipulation of the learning task itself.³¹ The last strategies, socioaffective strategies refer to social mediating activity and interacting with others, such as interaction during learning process with teacher and classmates in the classroom.

The other classification of learning strategies was proposed by Oxford in 1990. She divided the strategies into two main classes; direct and indirect strategies. Each of them then was broken down into three categories. Those categories are memory strategies, cognitive strategies, and compensation strategies. These three strategies involve direct strategies and use of the subject matter, in this case a new language and stand under the categories of direct strategies. The other strategies, indirect strategies, are divided into three groups: metacognitive strategies, affective strategies, and social strategies.

Oxford defines memory strategies such as creating mental

linkages and employing actions, aid in entering information into long-term memory and retrieving information when needed for communication.³² These strategies cover encoding (initial perception and registration of information, storage (retention of encoded information over time), retrieval (the process involved in using stored information).

Cognitive strategies, such as analyzing and reasoning, are used for forming and revising internal mental modes and receiving and producing messages in the target language. These enable learners to manipulate the language material in direct way.

Compensation strategies, such as guessing unknown words while listening and reading or using circumlocution in speaking and writing, are needed to overcome any gaps in knowledge of the language. These will help learners make up for missing knowledge.

Metacognitive strategies help learners exercise executive control planning, arranging, focusing, and evaluation of their own learning process.

³²Wong, M.S. 2005. Language Learning Strategies and Language Self-Efficacy: Investigating the Relationship in Malaysia. *Regional Language Center Journal* 36(245-269). London: SAGE Publication, p. 247; Wardhono, A. 2005. *Learning Strategies Employed By The Students From Different Levels of Vocabulary Mastery at IKIP PGRI Tuban*. Unpublished Thesis. Surabaya: Universitas Negeri Surabaya, p. 37-44.

³¹Ibid.,

Affective strategies enable learners to control feelings (identify his or her mood), recognize motivation, and attitudes related to language learning. These strategies also allow the rewarding for good performance has been shown related to language proficiency.

Social strategies, such as asking questions and cooperation with others, facilitate interaction with others, often in a discourse situation. Social strategies will help learner to understand the target culture as well as the language by asking question to get verification of a confusing points.

Logically, individuals will apply different strategies depending on their personality, cognitive style, and the task at hand. Classification constructed by Oxford covers more practical and comprehensive strategies. This construction is widely accepted and used worldwide in language teaching. Therefore, this classification will be used in the analysis of students' learning strategies.

E. Implementation of the Theories on the Study

Studies about anxiety in language learning setting are generally conducted under quantitative approach. The current study was conducted in quantitative approach as well. Investigating the influence of anxiety and learning strategies to speaking ability of the

students of English Department of Mulawarman University, those three variables will be measured using Foreign Language Classroom Anxiety Scale (FLCAS), Strategy Inventory for Language Learning (SILL), and interview.

Foreign Language Classroom Anxiety Scale (FLCAS) is in the form of closed-form Likert-scale questionnaire consisting of 33 items. These items were constructed by Horwitz, Horwitz, and Cope to measure anxiety of English test, anxiety of English speaking or communication apprehension, and anxiety of negative evaluation. This scale is considered as the most widely and acceptable scale to measure anxiety in foreign language classroom setting. The original forms of both questionnaires are in English. Strategy Inventory for Language Learning (SILL) is an instrument to reveal the strategies in learning a language applied by language learners. This inventory system was constructed by Oxford in 1990. SILL to be used in this study is version 7.0 which were designed to investigate strategies of language learning employed by learners of English as second or foreign language. SILL consists of 50 items dealing with the six groups of learning strategies (Oxford's categorization). This questionnaire consists of 9 items related to memory strategies, 14 items deal with cognitive strategies, 6

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items about compensation strategies, 9 items related to metacognitive strategies, and for affective and social strategies mentioned in 6 items for each. Similar with FLCAS, SILL is on the form of Likert-scale closed-ended questionnaire.

F. Results

Based on the questionnaire, the anxiety is expressed by more than half of the respondents by stating that they 'get nervous when the English teacher asks questions which I haven't prepared in advance' (59%). Slight different opinion, the 58% respondents disagree with the statement 'I feel tenser and have more pressure in English class than in other classes'. The statements 'I often feel like not going to English class' and 'the more I prepare for an English test, the more confused I get' are disagreed by 55% of the respondents. About half of the respondents (51%) agree to statement 'I tremble when I know that I'm going to be asked to speak in English class' and 'English class moves so quickly that I worry about getting left behind'. Another statement that shows anxiety, 'Even if I am well prepared for English class, I feel anxious about it' is supported by 50% of the respondents. Meanwhile, 49% respondents state that 'I feel my heart pounding when I am going to be asked to speak in English class'. Even though 46% respondents start

to panic when I have to speak without preparation in English class and get nervous when speaking in English class, the same number of respondents do not afraid that their classmates will laugh at them when they speak English. The following statements represent what is experienced by 45% of the respondents that they get depressed when they don't understand what the teacher is correcting, always feel that their classmates speak better English than they do, feel shy when speaking English in front of other students, and get nervous when they do not understand every word the English teacher says. About 44% of the respondents agree with the statement 'I worry about the consequences of failing my English class', and 40% strongly agree. Statement 'I never feel quite sure of myself when I am speaking in my English class' is rejected by 42% respondents, but supported by 43.2% respondents (38% agree and 5.2% strongly agree). Less than half number of the respondents (41%) disagrees with the statement 'In English class, I am so nervous that I forget what I know'. On the contrary 38% agree with that statement (25% agree and 13% strongly agree). The statement 'I feel overwhelmed by the number of rules I have to learn to speak English' is agreed by 41% respondents and strongly agreed by 13% respondents. Majority of the respondents (40%) are

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afraid when they do not understand what the teacher is saying in the English class. About 38% respondents feel embarrassed to volunteer answers in English class. The same percentage disagree with the statement 'In English classes, I think of things that are unrelated to the lesson'. Besides, equal numbers of respondents (35%) agree and disagree with 'afraid that their English teacher will correct every mistake they make'.

From the negative-worded statements, 59% agree with the statement 'I don't feel pressure to prepare very well for English class', while 25% strongly agree. Meanwhile, 40% state that they worry about making mistakes in English classes and the same number disagree with 'It wouldn't bother me at all to take more English classes'. About 37% respondents disagree with two items; 'I don't understand why some people get so upset over English class' and 'I feel confident when I speak in English class'. Quiet unexpected responses appear on item 'I will not be nervous when speaking with native English speakers' that 35% agree and 9% strongly agree; on item 'Before English class, I feel confident and relaxed' where 34% agree; and 'I am usually at ease during tests in my class' with 33% agree and 5.2% strongly agree. Disagreement is shown by the respondents to statement 'I feel easy when native

English speakers are with me' (32% disagree and 18% strongly disagree).

One of the interesting findings is that almost half of the students feel confident in speaking in English class (48.7%) although at the same time they experience the anxiety such as worry about making mistakes in English class (49%), feel my heart pounding when I am going to be asked to speak in English class (73%), and tremble when I know that I'm going to be asked to speak in English class (69%). Another interesting finding is that 75% the students do not agree to the statement 'I feel tenser and have more pressure in English class than in other classes'. These findings imply that their high level of anxiety does not discontinue them from performing spoken English. It is supported by the statistical measurement that the value of correlation between anxiety level and speaking ability is -0.325, which showing low correlation.

From SILL, in memory strategies most of the respondents (87%) relate the new information with the information they have already known. About 72% of them use new English words in a sentence, connect the sound of a new English word and an image or picture of the word to help me remember the word, and physically act out new English words. Reviewing English lesson often is applied by 59.2% respondents. 55% of them remember new English words

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or phrases by remembering their location on the page, on the board, or on a street sign and only 48.2% remember a new English word by making a mental picture of a situation in which the word might be used. Less students use of rhymes (27%) and flashcards (14.7%) to remember new English words.

In applying cognitive strategies, watching English language television shows spoken in English or going to movies spoken in English is the most favorite activities of 95% respondents. On the second stage is practicing English sounds (94%). Even though 78% of them try to talk like native English speakers, only 46.2% take parts in starting conversations in English. Finding patterns or grammar in English interests 77% of the respondents. Only 65% state they read magazines, books, newspapers, and textbooks written in English. In reading, 70% of them first skim an English passage (read over the passage quickly) then go back and read carefully and 67% try not to translate word-for-word. They make summaries of information that they hear or read in English (49%) and find the meaning of an English word by dividing it into parts that they understand (48.2%). About 63.2% use the English words they know in different ways such as saying or writing new English words several times (65%), writing notes, messages, letters or reports in

English (45.7%), and looking for words in their own language that are similar to new words in English (34.5%).

Regarding the compensation strategies, 83% respondents take risks by guessing the meaning of unfamiliar English words, use gestures when they can not think of a word during a conversation in English (70%), or use a word or phrase that means the same thing (72%). They even try to guess what the other person will say next in English (58.7%) and make up new words if they do not know the right ones in English (51%). More than 55% respondents tend to look up every new word when they read English.

In practicing the metacognitive strategies, most of them try to find out how to be a better learner of English (99%), notice their English mistakes and use that information to help them do better (97%), and pay attention when someone is speaking English (96%). They also have clear goals for improving their English skills (88%) and think about their progress in learning English (87%). In more practical stage, 85% respondents try to find as many ways as they can to use their English, some by looking for people they can talk to in English (71%) and looking for opportunities to read as much as possible in English (76%). Nevertheless, only 61% respondents plan their schedule so

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they will have enough time to study English.

Dealing with their affective condition, 98% respondents encourage themselves to speak English even when they feel afraid of making a mistake and try to relax whenever they feel afraid of using English (96%). Most of them notice if they are tense or nervous when they are studying or using English (83%). To overcome this feeling, 72% talk to someone else about how they feel about learning English and give themselves a reward or treat when they do well in English (75). Only 13.5% respondents write down their feelings in a language learning diary.

In social strategies, 94% respondents ask the other person to slow down or say it again if they do not understand something in English. They also practice English with other students or native English speakers (73%), ask questions in English to other students or native English speakers (67%), and ask for help from English speakers (54%). Nevertheless, only 69% respondents ask English speakers to correct them when they talk.

The results of Strategy Inventory Language Learning (SILL) show that there is no single dominant strategy applied by the students. Four of six learning strategies are applied by almost all students. One of some cognitive strategies is applied by 94% of the students that is practicing the

sounds of English. Self-monitoring and self-evaluating under metacognitive strategies are applied by 97% of the students. About 98% of the students encourage themselves and 96% relax the anxiety as the application of affective strategies. Asking for clarification of verification as a form of social strategies is applied by 94% of the students. Two sub strategies which are applied by the least number of students are the usage of flashcards to remember new words (sub strategy of memory strategies) and taking emotional temperature by writing a language learning diary (sub strategy of affective strategies). Each of the sub strategy is applied by 14.7% and 13.5% of the students. Statistical measurement to investigate the correlation between strategies and speaking ability is low. The value is 0.104 with significant level is 0.116. The significant level is higher than $\alpha=0.05$ displays that there is no correlation between those two variables. This finding is contradictory to common assumption that learning strategies affect students' achievement.

Measurement using SPSS shows that correlation between X_1 (anxiety) and Y (speaking ability) is -0.325. This number explains that the anxiety has low correlation with speaking ability. Since the significance level 0.000 is less than 0.05, the correlation between those

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two variables is significant. Negative correlation between the two variables means that score or level of one variable will increase when the scores or level of the other is decreasing. Correlation between X_2 (strategies) and Y (speaking ability) is 0.104. This result represents that learning strategies do not correlate with speaking ability. The value of positive shows that the scores or level of both variables will moves together to the same way, speaking ability increases as strategies do. Since the significance level 0.116 is more than 0.05, there is no correlation between those two variables. Correlation between X_1 (anxiety) and X_2 (strategies) is -0.517. This result indicates that foreign language anxiety and learning strategies have quiet strong and negative correlation.

G. Conclusion

Learning a foreign language may be experienced as a difficult time for many people. Psychological factors somewhat influence language learners. Anxiety can be debilitating or facilitative, especially in the setting of foreign language learning. The fact remains that it tends to be more debilitating rather than facilitative, particularly in the case of expressing productive skill such as speaking. Speaking activity is one of the classroom activities where anxiety plays its role in influencing the performance of most EFL learners. A

number of studies mention that foreign language anxiety leads EFL learners to failure or at least low performance of English.

This study displays that anxiety of foreign language classroom is experienced by almost all students. With anxiety levels of majority of the students range from medium to high anxiety (77-165), their major anxiety is test anxiety or anxiety of failing in a test. Statistical measurement results that students' anxiety in foreign language classroom significantly affects students' performance in English speaking. Negative correlation between level of anxiety and speaking ability indicates that quality of students' performance in speaking class decreases as the increase of the anxiety level.

Learning strategies are considered having as much potential for enhancing learning. Applying learning strategies effectively is expected to be one of efforts in reducing anxiety and increasing performance EFL learning. One of results of this study reveals a contrary fact. It displays that among the samples, learning strategies do not influence their speaking ability. This result leads to questions to investigate the causes of this contradictory result.

The findings of this study hopefully provide useful perspective for the development of foreign language teaching theories,

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especially for the theory of foreign language anxiety and learning strategies.

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