

Investigating The Indonesian Senior High School's English Classroom Anxiety and Its Factors

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Abstract

The process of learning English as a foreign language is not easy as students face various difficulties and one of them is anxiety. Ketsman, (2012) and Yilmaz, (2011) stated that student's performance and achievement are affected by the teacher's effectiveness, and one of the teacher's roles is to reduce anxiety in the classroom by creating a friendly and supportive atmosphere in the classroom. For this purpose, it is important to know the level of anxiety of foreign language learners. The present study aimed to investigate the students' perceived level of foreign language anxiety among Indonesian high school students based on the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. The present study was a survey design. This design focuses on describing trends in a large group of individuals (Creswell, 2012). The results of the present study showed that anxious students were quite common in foreign language classrooms within the scope of this study. The participants in the present study had a moderate-level of anxiety, and the three factors included in the research instrument contributed to it to varying degrees.

Keywords: anxiety; foreign language; foreign language classroom

Introduction

Learning new languages helps us to access new ideas and opportunities that we may not have been open to without learning languages (Aljohani, 2016). However, learning English as a foreign language is not an easy task as students encounter various obstacles, one of which is anxiety. Spielberg (1983) defined anxiety as an uneasy feeling associated with an arousal of the automatic nervous system, which manifests itself in the form of nervousness and worry. Some researchers (Horwitz, Horwitz & Cope, 1986; MacIntyre & Gardner, 1989) agreed that language courses are among the most anxiety-provoking activities for students. In the context of language learning, anxiety is usually seen as a problem (Horwitz et al., 1986).

Student performance and achievement are influenced by teacher effectiveness (Ketsman, 2012; Yilmaz, 2011). One of the tasks of a teacher is to reduce anxiety in the classroom by creating a supportive atmosphere in the classroom. Hence, it is important to know the level of anxiety of foreign language learners and to understand its causes to maintain the engagement of foreign language learners in the teaching and

learning process. What is needed to properly measure the level of anxiety of foreign language learners is a concrete and widely accepted measure. One such instrument is the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al, (1986). The FLCAS has three foci: communication apprehension, fear of negative evaluation, and fear about language tests. Communication apprehension covers a wide range including shyness and inability to communicate with others characterized by fear, worry, or anxiety. Test anxiety is a type of anxiety caused by fear of failure. In most cases, students with high levels of test anxiety consider even the slightest error in test performance as a failure. Fear of negative evaluation refers to an individual's tendency to avoid evaluative situations and to have negative expectations of any kind of evaluation. Although similar to test anxiety, fear of negative evaluation is broader in scope.

However, even when these foci are taken into account, research conducted in different settings yielded different results. A focus may be severe in one setting and not in others. For example, a study conducted by Al-Sawalha (2016) at Jerash University found that participants suffered from high level of anxiety and that fear of negative feedback from teachers was one of the most significant factors contributing to foreign language learners' anxiety in class. A survey study conducted by Kitano (2016) in different settings, specifically in two major universities in Japan, indicated that fear of tests is the most contributing factor. Another research conducted by Tian (2019), which was conducted in a Korean tertiary education context, found a slightly different result. It was suggested that negative feedback from peers was the main cause of anxiety. Furthermore, unlike the participants in Al-Sawalha's study, Korean students had a positive attitude toward feedback given by their teachers. Another study conducted by Çagatay (2015) suggested that communication apprehension and fear of feedback were the prominent causes of anxiety for EFL students at a Turkish university, especially in a conversation with native speakers. Students seemed to think that native speakers are critical of interlanguage communication. Their hesitation and shyness, in general, were signs of communication anxiety, while their fear of being criticized was a sign of fear of feedback.

The present study aimed to investigate students' perceived levels of anxiety in the Indonesian high school context. In addition, it was also expected to extend and verify the existing literature theory related to factors affecting anxiety in foreign language learning, especially from the perspective of Indonesian high school students. The result of this study was also expected to help English language teachers create a better learning environment.

Method

Design

The present study followed the concept of survey design. This design focuses on describing the trends of a large group of people (Creswell, 2012). It is done by administering a questionnaire to a small group of people (sample) to determine the characteristics of a large group of people (population). The present study was conducted to determine the level of anxiety among EFL learners and its contributing factors based on the opinions of the selected participants, which were reflected in their responses to a questionnaire. Thus, the survey design was chosen due to its compatibility with the objective of the present study.

Due to the potential language barrier between the participants and the research instrument, the translated version of the FLCAS was used in the present study. Although the FLCAS was available in several languages, it has not been translated into Indonesian. However, the Malaysian version of the FLCAS was available and had an excellent Cronbach's alpha (0.90). Apart from a few differences in vocabulary, Indonesian and Malaysian are structurally the same language. Therefore, the Malaysian FLCAS was used as the basis for the Indonesian version used in this study, with some adjustments to the vocabulary. Each item was then translated back into English using Google Translate to see if it was exactly or close to the original English sentence. If the result was unsatisfactory, the translated item was rephrased and the process repeated until a satisfactory result was achieved.

The questionnaire for this study was distributed through Google Forms. Due to the changes made to the questionnaire, a reliability test was required. According to Isaac & Michael (as cited in Johnson & Brooks, 2010), experts suggest that 10 to 30 participants are the ideal number of participants for a pilot study. Therefore, the questionnaire was tested on 20 randomly selected participants. The reliability of the questionnaire was calculated using Cronbach Alpha based on Cohen et al.'s (2007) reliability index as follows:

Table 1. Cronbach Alpha Guidelines for Reliability

>0.90	Very highly reliable
0.80-0.90	Highly reliable
0.70-0.80	Reliable
0.60-0.69	Marginally/minimally reliable
<0.60	Unacceptably low reliability

The Cronbach's alpha coefficient was found to be $\alpha = 0.923$ which indicated high reliability. Each of the questionnaire item's Pearson correlations coefficient value

was also found to be higher than the value of $r_{table} = 0.444$. Hence all the questionnaire items were valid.

Participants

The sampling method used in this study was simple random sampling. It is a sampling method in which a number of samples are selected randomly from a population. Through this particular sampling method, every member of the population has an equal chance of being selected as a sample (Johnson & Christensen, 2014).

The present study was conducted in an Indonesian high school. The population for the present study consisted of a total of 749 students from the first and second years as viable participants. Conroy (2018) stated that a margin of error of $\pm 10\%$ is acceptable, and with a population of 1000, 88 samples should be sufficient. However, this only applies to prevalence studies. Survey studies require a lower margin of error, so more participants are needed. Hair (as cited in Memon, et al., 2020) mentioned that a larger sample size can make any relationship statistically significant, even if it is not. Taking these considerations into account, 132 students were selected as participants in the present study. The sample consisted of first and second-year students, each represented by 66 individuals.

Data Collection

The present study utilized a questionnaire for data collection purpose. A questionnaire is a self-report data-collection instrument that each research participant fills and is used by researchers to obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personalities, and behavioral intentions of research participants (Johnson & Christensen, 2014). The questionnaire used in the present study was a translated adaptation of the FLCAS. It was distributed through Google Forms due to the covid restriction in the school where this study was conducted. The participants' responses were stored in Microsoft Office Excel and later copied to SPSS for data analysis.

Data Analysis

In the present study, descriptive data analysis was used to analyze participants' responses. In descriptive statistics, the goal is to describe or make sense of a particular set of data (Johnson & Christensen, 2014). Descriptive data analysis was used because the present study aimed to make sense of and describe the characteristics of a population based on the data collected from the selected sample.

The questionnaire used in the present study was adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986). The FLCAS is a

5-point Likert scale questionnaire. Participants' responses were scaled from 1 to 5, representing strong disagreement to strong agreement. The higher the score, the more anxious the participant was. The FLCAS consisted of 9 positive statements and 24 negative statements. The positive statements were statements that declare the participants' positive attitudes toward foreign language teaching activities. Thus, a higher score indicates that the participant was less anxious. The negative statements were the opposite. To ensure that the scores of all items did not contradict each other, the scaling was done accordingly based on the statements. The scaling for the negative statements was done normally, with 1 to 5 representing strong disagreement to strong agreement, whereas the scaling for the positive statements was done in reverse.

Table 2. The Scoring for Items with Positive and Negative Statements

Statements	Score				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

The FLCAS consisted of 33 items representing 3 categories: Category 1: Communication apprehension (items 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32) Category 2: Fear of negative evaluation by peers and teachers (items 2, 7, 13, 19, 23, 31, 33) Category 3: Fear of language tests (items 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28).

Regarding the scaling of students' anxiety levels, the present study follows the principle of FLCAS as established by Horwitz et al. (1986). The FLCAS score ranges from 33 to 165. 33 was the minimum score, assuming that the participant's responses to all items had a value of 1 point, and 165 was the maximum score, assuming that all responses had a value of 5 points. A response with a score between 33 and 75 points indicates a low level of anxiety in the language classroom, 76 to 119 points indicates a medium level of anxiety, while 120 points and above indicates a high level of anxiety.

Findings

The participants' general anxiety level was determined based on the average score of their responses and to calculate all participants' average scores, the following formula was used:

$$\text{Average overall score} = \frac{\text{The total score of all participants}}{\text{total participants}}$$

This formula was used to answer the research question regarding the participants' average anxiety level. The total score for all participants was summed and the total point was divided by the total number of participants. Additionally, mean analysis for each factor was conducted to determine the participants' reception to items representing each factor. The mean value of each factor in FLCAS was determined by a method used in an earlier study by Sham & Azmi (2018). Said method involved mean analysis by calculating the mean value of each factor. The formula for the calculation was as follows:

$$\text{Mean of each item} = \frac{\text{Total points of participants' response}}{\text{Total participants}}$$

$$\text{Mean of each factor} = \frac{\text{The sum of the mean for each item}}{\text{Total items for each factor}}$$

The number of participants who chose each choice was summed on each item to determine which factor contributed most to the learners' anxiety. For each item, participants' response was summed. Then, the summed points were divided by the total number of participants to find its mean. To calculate each factor's mean, all items were sorted based on the corresponding factor, and the total mean for each item obtained from the previous calculation was summed. The total points were then divided accordingly based on the number of items for each factor. As different categories or factors have different total items, the division was done accordingly. Communication apprehension, fear of negative evaluation by peers and teacher, and fear of language test were represented by 11, 7, and 15 items respectively. A high mean value typically indicated negative reception for items representing a factor. Due to the large number of participants, the data calculation was done through SPSS. Additionally, a frequency distribution table was also added to give details regarding the responses of all participants to add more clarity on how many of them choose to strongly agree, disagree, neutral, agree, and strongly agree on each item.

Table 3. Frequency of Participants' Responses

Item Number	Frequency					Total
	5	4	3	2	1	
1.	17	42	53	15	5	447
2.	9	46	47	24	6	424
3.	12	41	43	28	8	417
4.	22	52	37	21	0	471
5.	4	11	52	44	21	329

6.	7	24	44	48	9	368
7.	41	53	34	3	1	526
8.	6	32	58	27	9	395
9.	43	59	22	6	2	531
10.	15	76	32	7	2	491
11.	1	18	49	44	20	332
12.	8	42	36	39	7	401
13.	15	38	46	29	4	427
14.	4	29	66	29	4	396
15.	22	65	29	16	0	489
16.	16	63	33	17	3	468
17.	7	11	30	50	34	303
18.	6	40	59	22	5	416
19.	7	44	54	24	3	424
20.	32	45	38	17	0	488
21.	8	25	41	48	10	369
22.	2	19	51	42	18	341
23.	38	51	39	4	0	519
24.	17	49	44	18	4	453
25.	18	48	42	24	0	456
26.	13	22	51	35	11	387
27.	14	43	50	21	4	438
28.	3	21	69	25	14	370
29.	17	67	35	12	1	483
30.	16	34	53	22	7	426
31.	20	45	38	24	5	447
32.	3	11	63	36	19	339
33.	35	60	27	9	1	515
Total						14086
Average value (total score: total participants/132)						106.7

Based on the data analysis, the majority of the participants with a percentage of 72% experienced moderate anxiety. 30 participants or 22% of the sample suffered from high-level anxiety while the remaining 4.54% had low-level anxiety. Horwitz et al. (1986) set 33-75 points as an indication of low anxiety, 76-119 for moderate-level anxiety, and 120 points and above for high-level anxiety. The average score of the students was 106.7. Hence, it can be interpreted that the general anxiety level of the participants of this study was moderate. This was an indication that the participants were not terrified of learning English but they also did not fully enjoy it.

Fear of Negative Evaluation

Based on the findings, the participants' responses to items representing fear of negative evaluation were mostly negative. At 3.55, fear of negative evaluation had the highest average score per item compared to the other two factors. The responses for items representing fear of negative evaluation were dominated by 4 and 5, which indicated the participants' inclination to agree with the negative statements and disagree with the positive statements.

Table 4. Frequency for Fear of Negative Evaluation

	Items	Frequency					Mean (item)
		5	4	3	2	1	
2.	I don't worry about making mistakes in English class (FNE+)	9 (6.8%)	46 (34.8%)	47 (35.6%)	24 (18.2%)	6 (4.5%)	3.21
7.	I keep thinking that the other students are better at English than I am (FNE-)	41 (31.1%)	53 (40.2%)	34 (25.8%)	3 (2.3%)	1 (0.8%)	3.98
13.	It embarrasses me to volunteer answers in English class (FNE-)	15 (11.4%)	38 (28.8%)	46 (34.8%)	29 (22%)	4 (3%)	3.23
19.	I am afraid that my English teacher is ready to correct every mistake I make (FNE-)	7 (5.3%)	44 (33.3%)	54 (40.9%)	24 (18.2%)	3 (2.3%)	3.21
23.	I always feel that the other students	38 (28.8%)	51 (38.6%)	39 (29.5%)	4 (3%)	0 (0%)	3.93

	speaking English better than I do (FNE-)						
31.	I am afraid that the other students will laugh at me when I speak English (FNE-)	20 (15.2%)	45 (34.1%)	38 (28.8%)	24 (18.2%)	5 (3.8%)	3.38
33.	I get nervous when the English teacher asks questions which I haven't prepared in advance (FNE-)	35 (26.5%)	60 (45.5%)	27 (20.5%)	9 (6.8%)	1 (0.8%)	3.90
Mean (total)							3.55

Based on the responses, the majority of the participants tended to look down on their abilities compared to their classmates. The participants' negative perception of the skill gap between themselves and their peers was indicated based on how the majority was in agreement with item number 7 which stated "I keep thinking that the other students are better at English than I am". 53 (40.2%) participants expressed their agreement with this item with an additional 41 (31.1%) responded with strong agreement. This was further reinforced by the participants' responses on item number 23 which stated "I always feel that other students speak English better than I do". Again, the majority of the participants specifically 51 (38.6%) of them responded with agreement. 38 (28.8%) even showed strong agreement. The responses on those two particular items show that there was a trend among the students in which many of them suffer a lack of confidence in their ability in dealing with activities in English classroom. They seemed to tend to put their peer in high regard while underestimating their own capabilities.

Many of the participants also seemed to fear the consequences of their self-diagnosed incompetence based on how they responded to item number 31 that stated "I am afraid that the other students will laugh at me when I speak English". 45 (34.1%)

participants responded with agreement with 20 (15.2%) more of them strongly agreed. Their responses indicated that the majority of the participants were not confident with their ability to speak English. They were afraid of the possibility of being laughed at by their peers. The participants' responses for item number 13 which stated "It embarrasses me to volunteer answers in English class" reinforced this point further. Statistics showed that 38 (28.8%) participants responded with agreement and 15 (11.4%) even strongly agreed. 29 (22.0%) participants disagreed with additional 4 (3.0%) strongly disagreed. While the responses on this item were not overwhelmingly one-sided in favor of agreement like those on previously mentioned items, the number of participants who agreed with this item's statement still outweigh the opposing side.

The participants' tendency to underestimate their own ability was consistent as indicated by the way they responded to the questionnaire item containing positive statement. It can be seen by the percentage of disagreement on item number 2 which stated "I don't worry about making mistakes in English class". 46 (34.8%) of the participants responded with disagreement and another 9 (6.8%) strongly disagreed. Based on this, the participants' tendency to underestimate their capabilities and overestimate their peer's was a rather consistent trend.

Additionally, the participants also seemed to be concerned about facing English class unprepared. Over half of the total participants were in agreement with the 33rd item that says "I get nervous when the English teacher asks questions which I have not prepared in advance". 60 (45.5%) participants were in agreement and 35 (26.5%) responded with strong agreement. The participants may be nervous about answering questions unprepared due to the fear of receiving direct negative evaluation. This notion is supported by their response on item number 19 which stated "I am afraid that my English teacher is ready to correct every mistake I make" in which 44 (33.3%) participants chose to agree with additional 7 (5.3%) strongly agreeing.

Communication Apprehension

Communication apprehension was also an influential factor although not as severe as fear of negative evaluation. The participants' responses on items representing communication apprehension were a little more even in terms of agreement and disagreement. Whereas on all items representing fear of negative evaluation, the majority of the participants consistently gave negative responses by choosing to agree or strongly agree to negative statements and responding positive statements with disagreement or strong disagreement, this was not the case with items representing communication apprehension.

Table 5. Frequency for Communication Apprehension

Items	Frequency					Mean (item)
	5	4	3	2	1	

1.	I never feel quite sure of myself when I am speaking in English (CA-)	17 (12.9%))	42 (31.8%))	53 (40.2%))	15 (11.4%))	5 (3.8%)	3.38
4.	It frightens me when I don't understand what the teacher is saying in English (CA-)	22 (16.%)	52 (39.4%))	37 (28.0%))	21 (15.9%))	0 (0%)	3.56
9.	I start to panic when I have to speak without preparation in English class (CA-)	43 (32.6%))	59 (44.7%))	22 (16.7%))	6 (4.5%)	2 (1.5%)	4.02
14.	I would not be nervous speaking English with native speakers (CA+)	4 (3%)	29 (22%)	66 (50%)	29 (22%)	4 (3%)	3
15.	I get upset when I don't understand what the teacher is correcting (CA-)	22 (16.7%))	65 (49.2%))	29 (22%)	16 (12.1%))	0 (0.0%)	3.70
18.	I feel confident when I speak in my English class (CA+)	6 (4.5%)	40 (30.3%))	59 (44.7%))	22 (16.7%))	5 (3.8%)	3.15
24.	I feel very self-conscious about speaking English in front of other students (CA-)	17 (12.9%))	49 (37.1%))	44 (33.3%))	18 (13.6%))	4 (3%)	3.43

27.	I get nervous and confused when I am speaking in my English class (CA-)	14 (10.6%)	43 (32.6%)	50 (37.9%)	21 (15.9%)	4 (3%)	3.31
29.	I get nervous when I don't understand every word the English teacher says (CA-)	17 (12.9%)	67 (50.8%)	35 (26.5%)	12 (9.1%)	1 (0.8%)	3.65
30.	I feel overwhelmed by the number of rules you have to learn to speak English (CA-)	16 (12.1%)	34 (25.8%)	53 (40.2%)	22 (16.7%)	7 (5.3%)	3.22
32.	I would probably feel comfortable around the native speakers of English (CA+)	3 (2.3%)	11 (8.3%)	63 (47.7%)	36 (27.3%)	19 (14.4%)	2.56
Mean (total)							3.36

Following the aforementioned trend of the students' lack of confidence in their own ability, 42 (31.8%) chose to agree with item number 1 which stated "I never feel quite sure of myself when I am speaking in English". 17 (12.9%) additional participants even gave strong agreement. The overwhelming majority of the participants were also in agreement with item number 9 which stated "I start to panic when I have to speak without preparation in English class". 59 (44.7%) participants chose to agree with another 43 (32.6%) responded with strong agreement.

However, the participants' responses on other items such as item number 14 which stated "I would not be nervous speaking English with native speakers" were more evenly distributed. 4 (3.0%) participants chose to strongly agree, another 29 (22.0%) responded with agreement, while 29 (22.0%) disagreed and 4 (3.0%) strongly

disagreed. The remaining 66 (50.0%) participants gave neutral responses. The participants' response on items representing communication apprehension was somewhat more positive than those on items representing fear of negative evaluation. Responses on some items were more balanced with neither significantly outnumber the opposing side.

Fear of Language Test

Among all items included in FLCAS, those representing fear of language test were relatively well received by the participants. The overall responses on items representing fear of language test were relatively more positive compared to the previously mentioned factors.

Table 6. Frequency for Fear of Language Test

	Items	Frequency					Mean (item)
		5	4	3	2	1	
3.	I tremble when I know that I'm going to be called on in English class (TA-)	12 (9.1%)	41 (31.1%))	43 (32.6%))	28 (21.2%))	8 (6.1%)	3.15
5.	It wouldn't bother me at all to take more English classes (TA+)	4 (3%)	11 (8.3%)	52 (39.4%))	44 (33.3%))	21 (15.9%))	2.49
6.	During English class. I find myself thinking about things that have nothing to do with the course (TA-)	7 (5.3%)	24 (18.2%))	44 (33.3%))	48 (36.4%))	9 (6.8%)	2.78
8.	I am usually at ease during tests in my English class (TA+)	6 (4.5%)	32 (24.2%))	58 (43.9%))	27 (20.5%))	9 (6.8%)	2.99

10.	I worry about the consequences of failing my English class (TA-)	15 (11.4%)	76 (57.6%)	32 (24.2%)	7 (5.3%)	2 (1.5%)	3.71
11.	I don't understand why some people get so upset over English classes (TA+)	1 (0.8%)	18 (13.6%)	49 (37.1%)	44 (33.3%)	20 (15.2%)	2.51
12.	In English class. I can get so nervous I forget things I know (TA-)	8 (6.1%)	42 (31.8%)	36 (27.3%)	39 (29.5%)	7 (5.3%)	3.03
16.	Even if I am well prepared for English class. I feel anxious about it (TA-)	16 (12.1%)	63 (47.7%)	33 (25%)	17 (12.9%)	3 (2.3%)	3.54
17.	I often feel like not going to my English class (TA-)	7 (5.3%)	11 (8.3%)	30 (22.7%)	50 (37.9%)	34 (25.8%)	2.29
20.	I can feel my heart pounding when I am going to be called on in my English class (TA-)	32 (24.2%)	45 (34.1%)	38 (28.8%)	17 (12.9%)	0 (0%)	3.69
21.	The more I study for an English test. the more	8 (6.1%)	25 (18.9%)	41 (31.1%)	48 (36.4%)	10 (7.6%)	2.79

	confused I get (TA-)						
22.	I don't feel pressure to prepare very well for English class (TA+)	2 (1.5%)	19 (14.4%)	51 (38.6%)	42 (31.8%)	18 (13.6%)	2.58
25.	English class moves so quickly I worry about getting left behind (TA-)	18 (13.6%)	48 (36.4%)	42 (31.8%)	24 (18.2%)	0 (0%)	3.45
26.	I feel more tense and nervous in my English class than in my other classes (TA-)	13 (9.8%)	22 (16.7%)	51 (38.6%)	35 (26.5%)	11 (8.3%)	2.93
28.	When I am on my way to English class. I feel very sure and relaxed (TA+)	3 (2.3%)	21 (15.9%)	69 (52.3%)	25 (18.9%)	14 (10.6%)	2.80
Mean (total)							2.98

The participants' responses for some items were still heavily in favor of agreement to items whose statements declare their anxiety in facing language test. One such example can be seen in item number 10 which stated "I worry about consequences of failing my English class". 76 (57.6%) participants responded with agreement with an additional 15 (11.4%) expressed strong agreement. The participants' response for item number 20 which stated "I can feel my heart pounding when I am going to be called in my English class", was also dominated by agreement. 45 (34.1%) participants agreed, another 32 (24.2%) strongly agreed while 17 (12.9%) participants disagreed and none strongly disagreed.

However, the participants' overall response for item number 17 which stated "I often feel like not going to my English class", was more positive. 50 (37.9%)

participants disagreed, with additional 34 (25.8%) responded with strong disagreement. Only 11 (8.3%) agreed and another 7 (5.3%) strongly agreed. Hence, despite their anxiety in facing activities dealing with language tests, the majority of the students were still more than willing to attend English classes. The participants' response on this particular item could be attributed to their general fear of failing in English class that was indicated by their response on item number 10. The students might feel stronger urge to attend the English class due to their fear of failure. This did not necessarily mean that the participants' experience in English class was satisfying as seen by how negatively the participant' responded to item number 16 which stated "Even if I am well prepared for English class, I feel anxious about it". 63 (47.7%) participants agreed and 16 (12.1%) strongly agreed. Only 17 (12.9%) disagreed with additional 3 (2.3%) strongly disagreeing.

The participants' response in regard of studying in preparation for test on the other hand was rather positive. This was especially apparent based on how the majority of the participants disagreed with item number 21 which stated "the more I study for an English test, the more confused I get". 48 (36.4%) participants disagreed with this statement and additional 10 (7.6%) even strongly disagreed. 25 (18.9%) participants agreed and 8 (6.1%) other participants strongly agreed with this statement. The participants' responses on this particular item, suggested that studying as preparation for a test did not affect them negatively.

Discussion

Participants' responses to items representing the three factors included in FLCAS varied considerably. The participants' highest average score was on fear of negative evaluation (3.55), followed by communication apprehension (3.36), and test anxiety (2.98). Meanwhile, the average score gathered from all participants indicated a moderate anxiety level.

The findings regarding the participants' fear of negative evaluation were somewhat in line with the previous studies by Al-Sawalha (2016) and Batiha et al. (2016). Participants of those studies were also afraid of making mistakes and receiving feedback. They tend to see classroom activities as something risky rather than a chance to improve their ability. Another study by Tian (2019) also had a similar finding although the participants of this study were more concerned about the evaluation given by their peer. However, it should be noted that the participants of the aforementioned previous studies were either afraid of feedback from their teacher (Al-Sawalha, 2016) or peer (Batiha, 2016; Tian, 2019). Responses from the participants of the present study were equally negative regardless of the feedback's source. The majority of the participants agreed that they were afraid of being corrected as indicated by item number 19 while simultaneously worried about being laughed at as indicated by item number 31.

The participants' responses on items about communication apprehension were slightly more positive compared to their responses on items about fear of negative evaluation. While the responses of the participants for the present study indicated shyness and hesitation in communication similar to those involved in the previous study by Cagatay (2015), it did not seem to be a consistent issue for the overwhelming majority as reflected in item number 14. This particular item deals with the respondents' willingness to communicate with native speakers. The present participants' responses for item number 14 were split as indicated by the evenly distributed number of the disagreeing participants and those who agreed. The participants of the study conducted by Cagatay (2015) hesitated to speak in English, especially with native speakers. This was not the case in the present study as the responses presented on item number 14 indicated that many of the participants had no such problem. The more positive response was the reason why communication apprehension's influence on the students' anxiety was relatively less significant compared to fear of negative evaluation.

Based on the data analysis, items representing fear of language test was the least negatively received by the participants. Their overall response on items representing fear of language test indicated a different trend from the previous study by Kitano (2016) whose finding suggested that fear of language test contributes the most to the learners' anxiety. While negative responses did exist, the participants' responses on some items such as item number 17 and 21 were outright positive. As a whole, the positive responses for this factor were more prevalent compared to fear of negative evaluation and communication apprehension which resulted in a stronger counterbalancing force for the existing negative responses.

Overall, based on the present study's findings it was indicated that all foci included in FLCAS by Horwitz et al. (1986) affect the participants' anxiety to different degrees. Fear of negative evaluation played a major role in causing anxiety for the participants of the present study due to their tendency to look down on their own abilities. Communication apprehension was close second in terms of influence while fear of language test was the least influential factor. While some findings were somewhat in line with some of the previous studies' findings (Al-Sawalha, 2016; Batiha, 2016; Tian, 2019), there were some notable differences as well. The findings regarding communication apprehension and fear of language test were quite different from some of the previous studies (Cagatay, 2015; Kitano, 2016). These differences further supported the notion of how each focus' significance varies depending on the setting.

Conclusion

The findings of the present study indicated that anxious students were rather common in foreign language classroom within the scope in which this study was done. The participants of the present study had moderate level of anxiety and the three

factors included in the research instrument contributed in varying degrees. Fear of negative evaluation was revealed to have the highest average score among the three factors based on the participants' responses on items that represent it. Overall, the average score suggested that the participants for the study suffered from moderate anxiety. This finding indicated that even though they were not terrified of participating in the learning process, the majority of the participants may experience unpleasant feelings.

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