

NON-ENGLISH MAJOR STUDENTS' FOREIGN LANGUAGE ANXIETY: A STUDY CASE

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Abstract

In learning English students might face some obstacles that made them reluctant to improve their competence. One of the obstacles was the existence of language anxiety that students could experience in learning English. The objective of this research was to find out the descriptions of non-English major students' foreign language anxiety which consisted of communication apprehension, fear of negative evaluation, test anxiety, and English classroom anxiety. This research used a qualitative research method, in which the writers did a study case at one university in Palembang. The data were analysed descriptively and presented in tables. In this research, 640 first semester students of Economics and Business Faculty of Muhammadiyah University Palembang in the academic year of 2021/2022 were chosen by using the total population sampling. The data were collected by using Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire. Based on the findings of the research, it showed that students experienced foreign language anxiety, such as communication apprehension, fear of negative evaluation, test anxiety, and English classroom anxiety.

Keywords: foreign language anxiety

INTRODUCTION

There are many internal and external factors that might contribute to the English language learning. Many studies have been conducted to investigate the internal factors, especially the personality factor. Personality refers to a dynamic organization inside the person, of psychological systems that create the person's characteristic patterns of behavior, thought, and feelings (Allport, 1961). Gass & Selinker (1994) state that personality trait is one of the most predictors significantly influence success in learning a second language. Many studies have been conducted in this area. For example, the study conducted by Liu (2012) that involved 934 first-year undergraduate non-English majors found that personality traits, along with self-esteem, language class risk-taking, and sociability, is one of the important factors affecting language learning outcomes. A previous study conducted by Premusiz & Furnham (2003) involving 247 university students showed that personality inventory results may show an important contribution to predicting academic success and failure in college. Another study done by Zhang, Su, & Liu (2013) found that personality and motivation measures were highly correlated with students' English proficiency. It is, therefore, very clear that individual personality cannot be neglected in the process of language learning. The importance of personality is highlighted by Zhang (2008) who states that developing personality will be helpful for second language learners.

Learners' personality might be influenced by many aspects, such as anxiety, learning styles, and learning attitudes (Fazeli, 2012; Oxford, 1989). Anxiety, which is one of the personality traits (Sharp, 2008) refers to the state of feeling nervous or worried that something bad is going to happen (Abderrezzag, 2010). It may, therefore, influence the students' ability to demonstrate what she or he does know. MacIntyre (1995) states that anxious learners do not learn as quickly as relaxed learners. This means that students with high anxiety levels are more likely to have difficulty learning English because they worry that they will get nervous and make mistakes. MacIntyre (1995, p.96) further states that "if anxiety arises during learning, then anxious learner will perform poorly because they have learned less". This is in line with the study done by Burden (2004) who conducted a study involving 289 Japanese students; the result showed that half of the students suffered from some levels of language anxiety. Similarly, Lucas, Miraflores, & Go (2011) who conducted a study involving 250 foreign students, found that students generally felt anxious when learning English. In Lucas et al.'s study

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(2011), the students experienced test anxiety and fear of negative evaluation. This situation might happen as well to the non-English major students who are not frequently exposed to English. Another study done by Marwan (2007) who investigated Indonesian learners' foreign language anxiety found that they experienced a certain degree of anxiety in learning English due to the Lack of confidence, lack of preparation and fear of failing the course are the main causes.

The findings of the previous studies cited above show that language anxiety plays important roles in foreign language learning. In relation to this, the writers were interested in conducting research about the descriptions of students' foreign language anxiety of the first semester students of Economics and Business Faculty of University of Muhammadiyah Palembang in the academic year of 2021/2022.

Foreign Language Anxiety

Anxiety contributes in the process of English language learning (Sharp, 2008). It refers to feelings of subjective tension, anxiety, irritability, and worries, associated with autonomic nervous system agitation and accompanied by feelings of discomfort, frustration, self-doubt, anxiety, and worry. (Spielberger, 1983). Chastain (1988) defines anxiety as a state of uneasiness and apprehension or fear caused by the anticipation of threat. MacIntyre (1999) states that anxiety is a feeling of worry or emotional reaction that occurs when learning or using a second language. Horwitz, Hortwitz, & Cope (1986) argue that learning anxiety is a mixture of feelings, beliefs, and behaviors related to the uneasiness of the process of foreign language learning. In short, language anxiety is a combination of negative feelings about learning a target language.

Brown (2007, p.380-381) divides anxiety into two types. They are (1) *debilitative anxiety*, which refers to the feelings of worry that are perceived as detrimental to one's self efficacy or that hinder one's performance, namely negative effect of anxiety; and (2) *facilitative anxiety*, which refers to "helpful" anxiety, euphoric tension, or the beneficial effects of apprehension over a task to be accomplished, defined as positive effect of anxiety.

In addition, according to Spielberger, Gorsuch, Lushene, Vagg, & Jacobs (1983), anxiety can be classified into *trait anxiety* and *state anxiety*. *Trait anxiety* is a relatively permanent predisposition to be anxious about a number of things. People who fear traits can become insecure in a variety of situations. Once fear becomes a habit, it interferes with language learning. On the one hand, *state anxiety* is a relatively temporary feeling or worried experience in relation to some particular even or acts, such as test-taking or oral work.

The role of anxiety has been considered both as an inherent trait of some learners, and/or as feature that is specifically brought out by the language learning process. This led to the language anxiety, specifically foreign language anxiety, which refers to "a feeling of worry experienced in relation to a foreign language either trait or state in nature" (Brown, 2007, p.384).

Based on Horwitz, et. al. (1986), foreign language anxiety has been categorized into four types and grouped into researchable problems. They are (1) *Communication Apprehension*, a shy personality characterized by fear and anxiety about communicating with people. This means that the person lacks the confidence and courage to communicate because they are frightened; (2) *Fear of Negative Evaluation*, worrying about other people's evaluation, and avoiding evaluation situations; (3) *Test Anxiety*, a type of performance anxiety arising from fear of failure in an academic evaluation environment; and (4) *English Classroom Anxiety*, this affects the student's learning environment. This involves the teaching style and the teacher's personality as mentioned by Lucas, Pulido, Miraflores, Ignacio, Tacay, & Lao (2010). Past studies (Jackson, 2002; Kondo & Yang, 2003; Lee, 2011; Zulkifli, 2007) have showed that communication apprehension, fear of negative evaluation, and test anxiety were factors contributing to the English learning anxiety.

Communication Apprehension

Communication apprehension (CA) refers to a type of shyness characterized as fear of, or anxiety about communicating with people (Horwitz et. al., 1986, p. 127). CA occurs in cases where learners lack mature communications skills although they have mature ideas and thoughts (Shabani, 2012, p.2379). It refers to a fear of getting into real communication with others. It means the individual is lack of confidence and courage to communicate due to the anxiety he has. Stanga & Ladd (1990) as cited in Aly & Gowing (2001, p.211) define CA as the fear people feel as they either anticipate or engage in oral communication with at least one other person.

According to McCroskey (1982) as cited in Wrench, Brogan, McCroskey, & Jowi (2008), there are four different contexts that CA can exist. They are in interpersonal, meeting, group, and public.

- 1) Interpersonal CA is the level of fear or anxiety associated with either real or anticipated communication with another individual in a one-on-one interaction. In essence, if someone experiences anxiety while

thinking about interacting with another person or during an actual interaction with another person, he or she is said to have interpersonal CA.

- 2) The second and third types of CA, meeting and Group CA, examine the level of fear or anxiety associated with either real or anticipated communication with another person or persons during a meeting/classroom environment or in a small group. Each of these types of CA is contextually based to either a meeting or a small group situation.
- 3) Public CA is the level of fear or anxiety associated with either real or anticipated communication with another person or persons during a formal speaking situation.

In addition, Horwitz et. al. (1986) stated that the difficulty in speaking as the manifestation of the communication apprehension. According to Horwitz et. al. (1986, p.127), there are three manifestations of CA. First, *oral communication apprehension*, it refers to the difficulty in speaking in dyads or groups. Second, *state fright*, it refers to the difficulty in speaking in public. The last, *receiver anxiety*, it refers to the difficulty in speaking in listening to or learning a spoken message. McCroskey (1980, as cited in Holbrook, 1987) also identified seven factors which have been considered as leading to OCA. They are (1) low intellectual skills, (2) speech skill deficiencies, (3) voluntary social introversion, (4) social alienation, (5) communication anxiety, (6) low social self-esteem, and (7) ethnic/cultural divergence in communication norms.

Fear of Negative Evaluation

Fear of the negative evaluation (FNE) refers to the apprehension about others' evaluations, avoidance of evaluative situations. Watson & Friend (1969, cited in Collins, Westra, Dozois, & Stewart, 2005) define FNE as "the apprehension about others' evaluations, distress over their negative evaluations, and the expectation that others would evaluate oneself negatively". According to Shabani (2012), there are seven sources of fear of negative evaluation: (1) fear of leaving unfavorable impression on others; (2) negative judgment by others; (3) fear of saying or doing the wrong things; (4) fear of negative thoughts of others; (5) fear of being noted the shortcoming by others; (6) fear of being found fault by others; and (7) fear of disapproval by others.

Test Anxiety

Test anxiety (TA) refers to the type of performance anxiety resulting from a fear of failure in an academic evaluation setting (Horwitz et. al., 1986). According to Shabani (2012), it is a fear of failing in tests and an unpleasant experience held either consciously or unconsciously by learners in many situations. Birjandi & Alemi (2010, p. 47) stated there are two reasons for test anxiety. They are (1) lack of preparation as indicated by cramming the night before the exam, poor time management, failure to organize text information, and poor study habits, and (2) worrying about past performance on exams, how friends and other students are doing, and the negative consequences of failure.

According to Educational Testing Service (ETS, 2005), test anxiety can strike someone in two places: in the head and in the body. Here are the signs that indicate someone may have it: (1) Signs of test anxiety in the head, such as mental blank-out, racing thoughts, difficulty concentrating, negative thoughts about past performance, consequences of failure, and how everyone else is doing, and knowing the answers after the test, but not while taking it; (2) Signs of test anxiety in the body, such as nausea, cramps, faintness, sweating, headache, dry mouth, increased breathing rate, fast heartbeat, and tense muscles.

English Classroom Anxiety

It concerns the students' learning environment. Anxiety can exhibit in the classroom with various symptoms. Loeb (2011) states that anxiety presents as a difficulty or reluctance to read aloud or answer questions; begin or participate in group discussion; write answers on the board; skip class; use drug; have fear of public speaking; and have difficulties in dating or employment. On the other hand, anxious students perform best in calm, supportive, and organized classroom since it will let students feel safe and know what to expect (The Children's Center on OCD and Anxiety, 2009 cited in Davis, 2014). It is important for the teachers to maintain authority positively, using reason and respect rather than fear for punishment. It is also necessary to enable students to feel more in control and safe in their learning environments. According to Davis (2014), sample classroom accommodations for anxious students in their learning environments are as follows: seating within classroom, following directions, class participation, class presentations, answering the questions at the board, testing condition, lunchroom/recess/unstructured activities, safe person, cool down pass, assemblies/large group activities, return after illness, field trips, change in routine/substitute teachers, fire/safety drills, and homework expectations.

In addition, there are 20 strategies that will provide some tools to create a relaxing learning environment and relationship based on Te@chThought (2013). They are (1) keep communication open, (2) flexible

assignments, (3) teach time management, (4) grade effort as well as product, (5) offer five-minute mediation, (6) help students to see the bigger picture, (7) take the past into account, (8) keep students moving, (9) let students chew gum during hard exams, (10) set time in the day for organization of their desks or work areas, (11) offer incentives for bringing healthy food to class, (12) have music playing during class time, (13) model how to cope with disappointment, (14) don't nitpick, (15) balanced exams, (16) be mindful or ergonomics, (17) stay in touch with parents, (18) help students to enjoy learning process, (19) give continual feedback, and (20) keep yourself relaxed.

METHOD

Research Design and Subjects

The method used in this research was qualitative research. The writers did a case study to investigate the phenomena that occurs in real life at one university in Palembang. The data was descriptively analysed and presented in tables. The population in this research was all the first semester students of Economics Faculty, University of Muhammadiyah Palembang in the academic year of 2021/2022 with the total 894 students. The sample of the research was taken by using total population sampling to avoid the bias information from the data obtained. However, there were only 640 students becoming the sample in this research because some of them did not actively attend the campus due to taking leaves and some of them did not attend the class when the writers were distributing the questionnaires. So, the sample obtained was 71.58% of the total population.

Research Instrument

In this study, *Foreign Language Classroom Anxiety Scale* questionnaire developed by Horwitz et al. (1986) was used for collecting the information about the students' anxiety. The questionnaire consisted of 33 items which measured four types of language anxiety: communication apprehension, fear of negative evaluation, test anxiety, and English classroom anxiety. (See Table 1)

Table 1. The Types of Language Anxiety

Types	Items No
Communication apprehension	1, 9, 14, 18, 24, 27, 29, 32 (eight items)
Fear of negative evaluation	3, 7, 13, 15, 20, 23, 25, 31, 33 (nine items)
Test anxiety	2, 8, 10, 19, 21 (five items)
English classroom anxiety	4, 5, 6, 11, 12, 16, 17, 22, 26, 28, 30 (eleven items)

The students were asked to read each statement and rate themselves by using the Likert scale intervals, ranging from "Strongly Agree" to "Strongly Disagree". The writers modified the scoring scale code system using a four-Likert scale instead of a five-Likert scale. The code "Neither Agree nor Disagree" was excluded to avoid the bias response from the respondents who might choose the neutral opinion of each item. The scales were coded as 1=Strongly Disagree, 2=Disagree, 3=Agree, and 4=Strongly Agree. In addition, because items no 2, 5, 8, 11, 14, 18, 22, 26, 28, and 32 are negative, their points should be counted reversely. Thus, the scales for those items were coded as 1=Strongly Agree, 2=Agree, 3=Disagree, and 4=Strongly Disagree. The questionnaire was translated into Bahasa Indonesia since the subjects of this study were non-English major. The Indonesian version of the questionnaire was checked by the English lecturers of Universitas Sriwijaya who had experienced teaching English as well as teaching Indonesian course at Universitas Sriwijaya Language Institute for more than ten years.

Validity and Reliability of the Instrument

The ready-made questionnaire used in this research was translated into Bahasa Indonesia by the writers since the sample of this research was non-English major students. To ensure that the instrument had a good content validity, the writers asked feedback from two English lecturers who were selected based on these criteria: have got Master's degree of English Education Study Program and have more than ten year experiences teaching English as well as Indonesian at Universitas Sriwijaya Language Institute. Next, the questionnaire was checked its validity quantitatively by trying them out. In this research, the writers did the try out to the 35 first semester students of Economics Faculty of PGRI University Palembang in the academic year of 2021/2022. Then, based on the reliability test, it showed that the reliability coefficient of the Foreign Language Anxiety questionnaire was 0.904. Since the coefficient value of the questionnaire was higher than 0.70, the questionnaire was considered reliable.

FINDINGS AND DISCUSSION

As previously explained, there were four types of foreign language anxiety as mentioned by Horwitz, et. al. (1986) and the required responses range from *Strongly Agree*, *Agree*, *Disagree*, and *Strongly Disagree*. Table 2 presents the result of the analysis for the first type of foreign language anxiety, that is, communication apprehension.

Table 2. The Data Distribution of Students' Communication Apprehension

Item No.	Statement	SA		A		TOTAL		D		SD		TOTAL		N
		F	%	F	%	F	%	F	%	F	%	F	%	
1	I never feel quite sure of myself when I am speaking in my English class.	35	5.47	318	49.69	353	55.16	259	40.47	28	4.38	287	44.84	640
9	I start to panic when I have to speak without preparation in English class.	111	17.34	407	63.59	518	80.94	107	16.72	15	2.34	122	19.06	640
14	I would not be nervous speaking English with native speakers.	29	4.53	359	56.09	388	60.63	225	35.16	27	4.22	252	39.38	640
18	I feel confident when I speak in English class.	12	1.88	258	40.31	270	42.19	324	50.63	46	7.19	370	57.81	640
24	I feel very self-conscious about speaking English in front of other students.	36	5.63	258	40.31	294	45.94	294	45.94	52	8.13	346	54.06	640
27	I get nervous and confused when I am speaking in my English class.	21	3.28	307	47.97	328	51.25	274	42.81	38	5.94	312	48.75	640
29	I get nervous when I don't understand every word the English teacher says.	44	6.88	371	57.97	415	64.84	201	31.41	24	3.75	225	35.16	640
32	I would probably feel comfortable around native speakers English.	21	3.28	209	32.66	230	35.94	348	54.38	62	9.69	410	64.06	640

The result showed that most students experienced communication apprehension. This was supported by the students' response to the item No 9 (*I start to panic when I have to speak without preparation in English class*) in which 80.94% of them agreed with this statement. In addition, the result of the students' response to item No 29 also showed that 64.84% of them admitted that they were nervous when they did not understand every word the English teachers said. It means that students were afraid to learn English when they did not prepare well and when the students did not understand what the teacher told in class.

In addition, most students did not feel confident when they spoke English in the class as shown by their response to the item No 18 (*I feel confident when I speak in English class*), the item No 1 (*I never feel quite sure of myself when I am speaking in English class*), the item No 27 (*I get nervous and confused when I am speaking in my English class*). However, there was a contrary between the item No 14 and 32. The item 32 indicated that the students did not feel comfortable when they were around the native speakers of English, yet the item No 14 showed that the students did not feel nervous speaking English with native speakers. This might indicate that they were not anxious when speaking English with native speakers, but being around native speakers was what made them nervous.

Next, Table 3 presents the result of the analysis for the second type of foreign language anxiety, i.e., fear of negative evaluation. It refers to the apprehension about others' evaluation, avoidance of evaluation situations. The results indicated that most students experienced the fear of negative evaluation from their teacher as shown by their response to the item No 15 (*I get upset when I don't understand what the teacher is correcting*) and the item No 33 (*I get nervous when the English teachers asks questions which I haven't prepared in advance*). It means that they felt upset when they didn't know what the teacher was correcting about the mistakes, they had made that and they got nervous when they didn't anticipate the questions from the teacher.

In addition, the result of the students' response to the item No 25 showed that 69.38% of them felt worried that they would be left behind since they thought the English class moved very quickly. The students also did not have any confidence about their English learning ability. This was supported by the students' response to the item No 23 (*I always feel that the other students speak English better than I do*) and the item No 7 (*I keep thinking that the other students are better at English than I am*).

Table 3. The Data Distribution of Students' Fear of Negative Evaluation

Item No.	Statement	SA		A		TOTAL		D		SD		TOTAL		N
		F	%	F	%	F	%	F	%	F	%	F	%	
3	I tremble when I know that I'm going to be called on in English class.	49	7.66	298	46.56	347	54.22	247	38.59	46	7.19	293	45.78	640
7	I keep thinking that the other students are better at English than I am.	52	8.13	339	52.97	391	61.09	222	34.69	27	4.22	249	38.91	640
13	It embarrasses me to volunteer answers in my English class.	34	5.31	251	39.22	285	44.53	303	47.34	52	8.13	355	55.47	640
15	I get upset when I don't understand what the teacher is correcting.	108	16.88	448	70.00	556	86.88	70	10.94	14	2.19	84	13.13	640
20	I can feel my heart pounding when I'm going to be called on in English class.	53	8.28	235	36.72	288	45.00	285	44.53	67	10.47	352	55.00	640
23	I always feel that the other students speak English better than I do.	73	11.41	345	53.91	418	65.31	202	31.56	20	3.13	222	34.69	640
25	English class moves so quickly I worry about getting left behind.	74	11.56	370	57.81	444	69.38	173	27.03	23	3.59	196	30.63	640
31	I am afraid that the other students will laugh at me when I speak English.	40	6.25	244	38.13	284	44.38	273	42.66	83	12.97	356	55.63	640
33	I get nervous when English teacher asks questions which I haven't prepared in advance.	90	14.06	399	62.34	489	76.41	120	18.75	31	4.84	151	23.59	640

Next, the result of the students' response to the item No 13 (*It embarrasses me to volunteer answers in my English class*) and item No 31 (*I am afraid that the other students will laugh at me when I speak English better than I do*) indicated that the students did not experience the fear of negative evaluation from their friends. It means that they were not afraid or embarrassed either to answer the questions or to speak English in front of their friends. Meanwhile, from the item No 3 (*I tremble when I know that I'm going to be called on in English*)

class) and the item No 20 (*I can feel my heart pounding when I'm going to be called on in English class*), it showed a contrary about the students' feeling towards the evaluation. Item No 3 indicated that more than half students were trembling when they knew they had to do something in English class, however, item No 20 showed that students did not feel their heart was pounding when they knew they had to perform in English class. This might indicate that the students did not really experience fear of negative evaluation.

Table 4 presents the third type of foreign language anxiety. It is test anxiety. Shabani (2012) defines test anxiety as a fear of failing in tests and unpleasant experience held either consciously or unconsciously by learners in many situations.

Table 4. The Data Distribution of Students' Test Anxiety

Item No.	Statement	SA		A		TOTAL		D		SD		TOTAL		N
		F	%	F	%	F	%	F	%	F	%	F	%	
2	I don't worry about making mistakes in English class.	120	18.75	345	53.91	465	72.66	140	21.88	35	5.47	175	27.34	640
8	I am usually at ease during tests in my English class.	11	1.72	137	21.41	148	23.13	414	64.69	78	12.19	492	76.88	640
10	I worry about the consequences of failing my English class.	62	9.69	319	49.84	381	59.53	226	35.31	33	5.16	259	40.47	640
19	I am afraid that my English teacher is ready to correct every mistake I make.	53	8.28	269	42.03	322	50.31	278	43.44	40	6.25	318	49.69	640
21	The more I study for an English test, the more confused I get.	24	3.75	162	25.31	186	29.06	390	60.94	64	10.00	454	70.94	640

The results showed the students experienced test anxiety. This was supported by their response to the item No 8 (*I am usually at ease during tests in my English class*) in which 76.88% of them disagreed with this statement. In addition, the students' response to the item No 2 (*I don't worry about making mistakes in English class*) showed a contrary to their response to the item No 10 (*I worry about the consequences of failing my English class*). It indicated that even though the students were not afraid of making mistakes in class, they did worry that they would fail in English class.

Furthermore, the result of students' response to the item No 21 also revealed that 70.94% of them admitted that they would not be confused if they had prepared the test well for English class. In other words, they would feel ease to face the test if they had a good preparation. Then, based on the students' response to the item No 19 (*I am afraid that my English teacher is ready to correct every mistake I make*), it showed a very slight difference between students who agreed and disagreed. It might indicate that somehow the students were fine to get a direct correction, but in some other time they weren't. It could also be concluded that the teacher should consider some factors relating to the students' condition when he/she wants to correct his/her students' mistake directly.

Table 5 presents the fourth type of foreign language anxiety which is English classroom anxiety. It concerns the students' learning environment. Based on the students' response to the item No 17 (*I often feel like not going to my English class*), the item No 6 (*During English class, I find myself thinking about things that have nothing to do with the course*), and the item No 26 (*I feel more tense and nervous in my English class than in my other classes*), it indicated that the students liked to join English class since most students disagreed with those statements.

Table 5. The Data Distribution of Students' English Classroom Anxiety

Item No.	Statement	SA		A		TOTAL		D		SD		TOTAL		N
		F	%	F	%	F	%	F	%	F	%	F	%	
4	It frightens me when I don't understand what the teacher is saying in English.	19	2.97	210	32.81	229	35.78	359	56.09	52	8.13	411	64.22	640
5	It wouldn't bother me at all to take more foreign language classes.	17	2.66	162	25.31	179	27.97	381	59.53	80	12.50	461	72.03	640
6	During English class, I find myself thinking about things that have nothing to do with the course.	16	2.50	113	17.66	129	20.16	361	56.41	150	23.44	511	79.84	640
11	I don't understand why some people get so upset over English classes.	21	3.28	142	22.19	163	25.47	384	60.00	93	14.53	477	74.53	640
12	In English class, I can get so nervous I forget things I know.	81	12.66	389	60.78	470	73.44	151	23.59	19	2.97	170	26.56	640
16	Even if I am well prepared for English class, I feel anxious about it.	47	7.34	295	46.09	342	53.44	256	40.00	42	6.56	298	46.56	640
17	I often feel like not going to my English class.	15	2.34	40	6.25	55	8.59	259	40.47	326	50.94	585	91.41	640
22	I don't feel pressure to prepare very well for English class.	10	1.56	106	16.56	116	18.13	439	68.59	85	13.28	524	81.88	640
26	I feel more tense and nervous in my English class than in my other classes.	23	3.59	126	19.69	149	23.28	395	61.72	96	15.00	491	76.72	640
28	When I'm on my way to English class, I feel very sure and relaxed.	5	0.78	231	36.09	236	36.88	353	55.16	51	7.97	404	63.13	640
30	I feel overwhelmed by the number of rules you have to learn to speak English.	15	2.34	83	12.97	98	15.31	459	71.72	83	12.97	542	84.69	640

However, although the students liked English class, they did not have much interest to attend more foreign language classes as shown by their response to the item No 5 (*It wouldn't bother me at all to take more foreign language classes*) in which 72.03% of them disagreed with this statement. Meanwhile, based on the students' response to the item No 22 and the item No 28, it showed most of them disagreed with those statements. They admitted that they felt pressure to prepare everything in English class, and they also were not very sure and relaxed when entering the English class. Then, the result of the students' response to item No 11 (*I don't understand why some people get so upset over English classes*) also revealed that 74.53% of them disagreed with the statement. It indicated that the students thought that learning English was difficult, and it might be the reason why the students did not feel relaxed in English class.

The result also showed that the student experienced classroom anxiety. This was supported by the students' response to the item No 12 (*In English class, I can get so nervous I forget things I know*) and the item No 16 (*Even if I am well prepared for English class, I feel anxious about it*) in which 73.44% and 53.44% of them agreed with these statements respectively. However, based on the students' response to the item No 4 (*It frightens me when I don't understand what the teacher is saying in English*) and the item No 30 (*I feel overwhelmed by the number of rules you have to learn to speak English*), it showed that 64.22% and 84.69% of them disagreed with these statements. It means that when the students did not understand what the teacher said in English, it did not frighten them, and they didn't feel overwhelmed by the number of rules in learning English.

CONCLUSION

In general, students experienced the four types of foreign language anxiety. They felt nervous, unconfident and panic whenever they were asked to communicate in English, got fearful with the negative evaluation especially from the teacher, felt anxious during tests in English class, and experienced classroom anxiety in some circumstances.

In addition, descriptive analysis revealed that students felt anxiety about communication, such as lack of confidence in speaking English, fear of speaking English when they were not prepared, and confusion because they did not understand what the teacher was saying. It was also found that the students were not afraid of being judged negatively by their peers, but they had negative feelings toward their teachers. The students thought that English class moved so quickly that they were afraid they would be left behind. Then, test anxiety was also experienced by the students since they were not relaxed to have English test and were worried that they would fail in English class. However, they would feel ease to have the test if they had prepared for it well. It confirms what Birjandi & Alemi (2012) found that lack of preparation is one of the reasons for test anxiety. Meanwhile, the English classroom anxiety was not possessed by the students. Although they were interested in English class, they still thought that learning English was difficult, felt anxious and pressured when they had to prepare everything in English class.

The findings of the present research seem to imply that the lecturers still need to take into account that students might experience communication apprehension when they learn English. It means that the lecturers should create secure teaching and learning atmosphere, so the students can feel comfortable.

Finally, other factors may also be due to the tools used, the writers themselves, or the students themselves' imperfections (honesty in answering questionnaires, misinterpretation of questions, etc.). It is important to consider these factors. These conflict areas may indicate the need for further investigation.

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