

**THE EFFECT OF INTERACTION BETWEEN LEVEL
OF FOREIGN LANGUAGE ANXIETY AND STRATEGY
OF COPING ON STUDENTS' ACHIEVEMENT AT
SMAN 1 PRINGSEWU**

(A Script)

By

Anwar Fadila



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2016**

ABSTRACT

THE EFFECT OF INTERACTION BETWEEN LEVEL OF FOREIGN LANGUAGE ANXIETY AND STRATEGY OF COPING ON STUDENTS' ACHIEVEMENT AT SMAN 1 PRINGSEWU

By

ANWAR FADILA

There have been various investigations on the existence of foreign language anxiety and strategies to deal with this condition. Amongst the studies, it is still rarely to be found that the researcher try to investigate the interaction between both foreign language anxiety and strategy to cope with foreign language on students' achievement.

By using Univariate-ANOVA, this quantitative study attempts to investigate that thing. It is aimed to find: (1) the difference of students' achievement based on their levels of foreign language anxiety, (2) the difference of students' achievement based on their type of frequencies in employing strategies to cope with foreign language anxiety, and (3) the difference of achievement based on the interaction between their levels of foreign language anxiety and frequencies in

using strategies to cope with foreign language anxiety at the third grade students of SMA Negeri 1 Pringsewu, Lampung.

The findings showed that (1) there was no significant difference of students' achievement based on their levels of foreign language anxiety, (2) there was no significant difference of students' achievement based on their type of frequencies in employing strategies to cope with foreign language anxiety, and (3) there was no significant difference of achievement based on the interaction between their levels of foreign language anxiety and frequencies in using strategies to cope with foreign language anxiety. The results implied that those variables were relative and not the dominant factors in determining students' achievement.

Keywords: *foreign language anxiety, strategies for coping, students' achievement*

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A Script

**Submitted in a Partial Fulfillment of
The Requiements for S-1 Degree
in
The Language and Arts Department of
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**FACULTY OF TEACHER TRAINING AND EDUCATION
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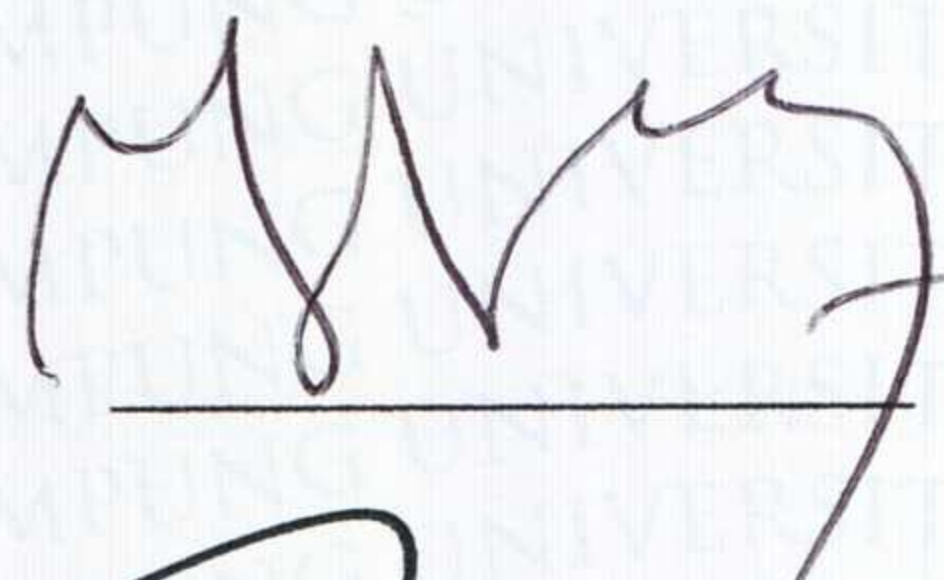
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MOTTO

“Allah will raise those who have believed among you and those who were given knowledge, by degrees.”

(al Mujadilah: 11)

To my mother and father, to whose their prayers
become the foods of my soul.

To my brother and sisters, with love and care.

To all teachers, to whose tireless and dedicated work
we owe much.

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At the end, the writer hopes that this paper can be beneficial for the readers and those who want to carry out this research further.

Bandar Lampung, March 2016

Anwar Fadila

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I. INTRODUCTION

This chapter will discuss several points, i.e. the background, problems, objectives, uses, scope, and the definition of terms in order to provide a brief insight into and justification of this research.

1.1. Background

The necessity to master English as an international language has been in a bigger increase through the advancement of the world. People need to be able to communicate and be connected to the global community so that they can keep being competitive. Preparing the people to face this challenge, Indonesian government puts English as compulsory subject to teach since elementary level. The output is, however, students graduating from senior high school are mostly unable to use English in both spoken and written language.

The mentioned results might be as an impact of students' difficulty to follow foreign language classroom that occur under many reasons, such as limited cognitive skills of students in English (Curmins, 1984 as cited by Pappamihiel, 2002: p.328) and a lack of teacher engagement (Verplaste, 1998 as cited by Pappamihiel, 2002: p.328). Students with low proficiency in English are often left behind compared to

those with enough proficiency. At the same time, the inability of teacher to create a good learning atmosphere decreases the willingness of students to interact and to speak in the class. Thus, instead of improvement in their English capability, students find themselves distracted in language learning.

Besides the two factors aforementioned above, affective variables also plays important role in foreign language learning that cannot be seen in an easy way. Krashen (2013: p. 4) claims that affective variables, even if not directly, may contribute to the failure of foreign language learning as it prevents input from being processed by brain for language acquisition. Students with certain conditions of affective variable often face some difficulties in acquiring target language. They may have learnt English since early level and even some of them also attend English course to enrich their proficiency, but, at the end, they are unable to give their best performance because they are psychologically affected by this factor.

The presence of affective variables indeed determines the success of students in learning foreign language, and anxiety is one of these attitudinal factors. Anxiety in learning foreign language or what investigators invent as foreign language anxiety is a condition where students are experiencing worry to practice their target language. In this state, students seem to avoid learning process and to be less engaging in the class. It happens because anxiety potentially arouses nervousness and uneasiness within students' behavior in learning foreign language such as in speaking and listening (MacIntyre and Gardner, 1994).

Anxiety could become a mental block for students in foreign language learning. MacIntyre, Noels and Clément (1997: p. 278) revealed that students with high level of anxiety tended to disparage their capability while students with low level of anxiety, in contrast, were more confident. As the consequence, the anxious students often feel that they are inferior to their friends, specifically during speaking class. They refuse to speak in English when their teacher asks to since they are afraid of making mistakes. If this condition happens for long, not only will their performance be distracted, but also their achievement becomes far from satisfactory. Horwitz and Young (1991) as cited by Kondo and Ling (2004) have proven that student's performance during the process of learning foreign language might be affected and some problems might also appear such as deficits of comprehension in listening, reduced word production, impaired vocabulary learning, lower grades in language courses, and lower scores on standardized tests as the results of foreign language anxiety.

During his teaching practice program, the writer also found similar phenomena. The third year students of SMPN 1 Suoh, West Lampung, mostly kept on their seat when their name was called on to answer the question. When the researcher asked the reason why they showed such behaviour, some of them gave almost identical answer like "*Takut salah, Pak*" (I am afraid the answer is wrong), or "*Tidak tahu bahasa Inggrisnya, Pak*" (I know the answer, but I cannot express it in English). Despite the fact that this school resides in remote area that causes the students to have less access of better education that make them have lower English proficiency compared to those residing in big city, the students' answer reveal

that there was a psychological pressure that made them become worry to use English.

The identical behaviours were also found on students of SMAN 1 Pringsewu when researcher was doing pre-observation stage. When the teacher asked questions, it was almost the same students who were voluntarily willing to answer, while the rests were only waiting their names to be called up by the teacher. It was a sign that anxiety existed within students in this school even though this school was labelled as the best school with high quality students in its regency.

Considering how important the existence and impacts of language anxiety are, some language experts have done various studies to explore this issue. By so doing, they could provide useful information for teachers and education practitioners to help them develop the best teaching techniques, materials, and strategies suited to cope with this situation. One of them is Kondo (1997), who found that there are four basic strategies used by students to cope with their foreign language anxiety situations. He further investigated that the strategies are focused on cognitive methods, affective, methods, behavioural methods, and resignation as the foundation. These typologies, then, become his main basis to analyse how effective the students use the mentioned methods to cope with their foreign language anxiety problems.

In Indonesia, some researchers also tried to investigate the existence of foreign language anxiety and the strategies to cope with it. However, the notable studies

are still rarely to be found in Indonesia. One of prominent studies came from Marwan (2007) who examined the existence of foreign language anxiety and students' strategy coping of anxiety. He discovered that students' lack of preparation was a dominant factor in causing their anxious feeling. At the same time, he also found that students mostly tried to be more relax to cope with the mentioned condition. Even so, like most of studies, he involved college students as the sample of his research, meanwhile cases exploration on senior high school students are also important since it is the last level of secondary school that will bring them directly to professional jobs or to college level that often use English in their respective fields. Hence, helping senior high school students to deal with anxious classroom by providing related information is important to begin with. Under these assumptions, the writer investigated this issue towards Indonesian students, specifically those who were in senior high school where foreign language learning activities commonly took place and anxiety also usually appeared to them.

The present study was inspired by the research conducted by Marwan (2007). It brings the issues related to foreign language anxiety and strategies to cope with foreign language anxiety employed by the students. However, the current study is different since it tries to investigate several things more deeply, i.e. the influence of foreign language anxiety on high school students' achievement, the influence of anxiety coping strategies on students' achievement, and the influence of interaction between foreign language anxiety and anxiety coping strategies on students' achievement. Thus, the researcher believes that the present study might contribute to the development of research in this field.

1.2. Formulation of the Problems

In line with the background explained, there are three problems formulated as follows:

1. Will there be any significant difference of students' achievement based on their levels of foreign language anxiety at SMAN 1 Pringsewu?
2. Will there be any significant difference of students' achievement based on the frequency of strategy for coping with foreign language anxiety at SMAN 1 Pringsewu?
3. Will there be any significant difference of students' achievement based on the interaction of foreign language anxiety and frequency of strategy for coping with foreign language anxiety at SMAN 1 Pringsewu?

1.3. Objectives

The objectives of this research are:

1. To find out the significant difference of students' achievement based on their anxiety coping strategies frequency at SMAN 1 Pringsewu.
2. To find out the significant difference of students' achievement based on the frequency of strategy for coping with foreign language anxiety at SMAN 1 Pringsewu.
3. To find out the significant difference of students' achievement based on the interaction of foreign language anxiety and frequency of strategy for coping with foreign language anxiety at SMAN 1 Pringsewu.

1.4. Uses

1. The research was theoretically expected to provide information that can verify previous theory and contribute towards the development of study related to foreign language anxiety.
2. In addition, this research was also aimed to give a basis for educators to make positive activities in the classroom that can encourage students to cope with their language anxiety condition.

1.5. Scope

The research focused on discovering the influence of foreign language anxiety, strategy coping to cope with foreign language anxiety, and the interaction of both variables on achievement at high school level. Two questionnaires were administered in this study, the first one was about foreign language anxiety and the last was about coping strategies. It also used students' English scores from final semester test to examine the relationship between those two independent variables and achievement.

To support this research, the third year students of SMAN 1 Pringsewu were taken as the subject. This school was chosen because it was one of the best senior high school in Pringsewu regency. It was proven by the frequency of the students in this school to achieve the highest score in National Examination amongst others in Pringsewu. Its students also often joint and won several English competitions in

Lampung. It led to the assumption that the students in this school basically were used to dealing with English tasks that becomes the important base of this research.

The study, however, only chose several students randomly from each class since it was easier and still within the capacity of the writer to conduct this method. Then, the results were generalized in order to conclude the issue of language anxiety in SMAN 1 Pringsewu at whole.

1.6. Definition of terms

There were some terms used in this research, and to avoid misunderstanding, the researcher gave the definitions as follow:

Foreign Language Anxiety, is a condition where students are afraid to perform foreign language as the result of feeling threatened during practicing in the class.

Strategy Coping for Foreign Language Anxiety, is the strategy possibly used by the students to help them cope with their foreign language anxiety.

II. LITERATURE REVIEW

This chapter reviews the theories that are described in a framework. It consists of the concept of foreign language anxiety, possible factors of language anxiety arousal, and impacts of language anxiety on students, as well as strategies to deal with language anxiety. This chapter also discusses about the previous researches and the theoretical assumption of this study.

2.1. Concept of Foreign Language Anxiety

Language anxiety is “a complex, multidimensional phenomenon” (Young, 1991: p. 434) to be investigated. As stated earlier, this affective variable plays important role in foreign language learning and is believed to possibly hinder students to acquire their target language. Seeing the significant impacts of anxiety on foreign language learning, there were a lot of researchers devoted their study to hypothesize and define the best construct for this phenomenon.

There are three most common tenets of anxiety that have been discussed in foreign language literature: state anxiety, trait anxiety, and situation-specific anxiety (Javed et al., 2013). According to Pappamihiel (2002, p. 330), state anxiety is a feeling of apprehension under certain situation, while trait anxiety is a condition

where individuals have a tendency to become anxious regardless of the circumstance. The latter is even claimed as a part of individuals' permanent disorder (Scovel, 1978). The last type is situation-specific anxiety which only appears when certain specific factors or events are present and occurs consistently (MacIntyre & Gardner, 1991a: p.87).

Among those types of anxiety, foreign language anxiety is classified into situation-specific anxiety because it is limited to a well-defined condition, which is precisely language learning situation (MacIntyre and Gardner, 1991a). This classification came after the emergence of a much clearer foreign language anxiety definition by Horwitz, Horwitz, and Cope (1986), who theorize it as a "distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process" (p. 128). These postulates have proven that foreign language anxiety can only appear specific during foreign language learning process, whether it is in ESL or EFL context and is so much influenced by student's perspective toward foreign language itself. Since then, researches related to foreign language anxiety have been widely invented and become more focus on investigating its correlation toward foreign language acquisition process.

2.2. Possible Sources of Language Anxiety Arousal

Foreign language anxiety might arise under various factors during learning process. Horwitz et al. (1986) investigated some elements that possibly cause this sit-

uation during their conception of foreign language anxiety theory. They mentioned three prominent sources of its arousal:

1. Communication apprehension

It is a state of student's shy and fearful feeling to interact with other people when they want to communicate. In this condition, they are distracted in oral communication such as get difficulty to speak in group and to understand spoken message.

2. Fear of negative evaluation

This factor is a threatened feeling of others' evaluation because they think either teacher or even their peers in the class will evaluate them negatively. At this rate, students who are really sensitive to negative evaluation may feel anxious as they do not want to look stupid in front of others.

3. Test anxiety

This last cause is an anxious condition of test situation that comes from student's unrealistic expectation to not fail in a test. When this moment comes and they think that anything below the standard is a failure, it will then arouse their worry towards the test result that possibly hinders them to perform their best in the test.

The three points imply that foreign language anxiety most likely stems from student's psychological point of view toward language learning as it has been conceptualized earlier.

In a different study, Young (1991: p. 427) distinguishes foreign language anxiety sources into six categories. However, instead of relying only on student's perception like those of Horwitz, Horwitz and Cope (1986), she includes teacher's element as a contributing factor of language anxiety arousal. Thus, the sources of foreign language anxiety become: 1) personal and interpersonal anxieties that can include learner's competitiveness and degree of self-esteem; 2) learner belief about language learning, e.g. a clash between learner's high expectation toward the mastery of certain language aspect which according to them should be prioritized and the reality of it; 3) instructor beliefs about language teaching which is the way teacher sees himself/herself in teaching; 4) instructor-learner interactions which relates to teacher's manner of correcting student's mistake; 5) classroom procedures; and 6) language testing.

It is clear that there are both similarities and differences from those two studies in investigating the cause of foreign language anxiety. In regard to those findings, Andrade and William (2009) took a conclusion in a different perspective that language anxiety is caused generally by two elements e.g., *learner variables* and *situational variables* which mean besides the ability of individual to adapt to learning process, the ability of the instructor to prepare and manage the class is also important in creating certain situation that can prevent or at least lessen foreign language learning anxiety phenomena.

2.3. Impacts of Language Anxiety

Foreign language anxiety precisely affects language acquisition process amongst students. Piniel (2006, p. 40) argues that anxiety can be either facilitating or debilitating; a rather contradictory effects to each other. He further explained that the debilitating effect of language anxiety is an inhibitor in foreign language acquisition, while the facilitating effect on the other hand can motivate students to achieve the best performance in the class. Nonetheless, the former seems to be the most often to occur in foreign language anxiety situation in such a way that it becomes the main concentration of study amongst language researchers (Scovel, 1978; MacIntyre & Gardner, 1991a; 1991b).

The debilitating effects of anxiety become an obstacle for students in foreign language mastery. As an affective variable, it undoubtedly distracts behaviour of the students while they are learning. Horwitz, Horwitz, and Cope (1986: p. 126) mentions that an anxious student tends to be less concentrated, forgetful, heart-beating, and sweating that may lead to the negative behaviour such as avoiding the class or procrastinate their homework. At the end, these behaviours will affect their cognitive competence because high-anxious students will perform and achieve lower than those of low-anxious students in the class.

Specific studies of investigating correlation between foreign language anxiety and language achievements prove some impacts of this attitudinal factor. A research of foreign language reading anxiety conducted by Saito, Garza, and Horwitz

(1999) shows that students with higher levels of reading anxiety received significantly lower scores compared to others. Pappamihel (2002) in different research also finds that English Language Learning students who were more anxious than their friends achieved low scores in reading and writing of the target language. These findings further clarify why the debilitating effects of language anxiety seem to mostly happen in foreign language learning.

Concerning on speaking, Dalkilic (2001: p.73) discovers that students' scores become lower when their levels of anxiety decrease. Likewise, Kao and Craigie (2010: p.55) hypothesize that there are negative correlation between language anxiety and achievement. They claim that high anxious students tend to perform relatively and significantly less successfully in their English achievement than students experiencing lower anxiety levels. Seeing how tangible the impacts are, it is needed for teachers and education practitioners to know the existence of foreign language anxiety so they will be able to deal with this situation in the class.

2.4. Strategies to Deal with Language Anxiety

As anxiety impairs language learning process, numerous studies have been conducted to find the best strategy to deal with this affective variable. In this case, creating a "low anxiety classroom atmosphere" (Underwood, 1984 as cited from Young, 1991) by using certain teaching method during language learning is one of the common answer from most of the language researchers. Among those kinds, *suggestopedia* seems to be the only one that can be specifically explained by them

to decrease anxiety situation compared to other methods (Young, 1991: p. 430); meanwhile students' affective needs may vary depends on the classroom situation that need different approaches to deal with.

Moreover, the use of teaching methods to reduce student's anxiety only focus on situational variable, in this case is classroom activities; whereas the sources of anxiety are predominated by learner variable such as perceptions and beliefs toward foreign language learning. Not to mention that the classroom procedure itself will also result on students' psychological condition that determines whether they will become anxious or not later on. For example, classroom activities that demand the students to speak in front will likely be more often in triggering anxiety condition (Tanveer, 2007: p. 18). From this fact, it can be inferred that every possible factor causing anxiety will lead to student's behavioural responses toward language learning itself. Hence, increasing students' awareness of language anxiety existence is also important to be considered because it will help them to know how to use the strategies that are suited to them to cope with anxiety situation.

Some studies have pointed out the strategies used by the students to cope with foreign language anxiety. Pappamihiel (2002, p. 348) found four strategies used by students to deal with their anxiety feeling. The first and the most common strategy is avoidance where student tends to keep silent during the class. The second strategy reported by him is responding in native language (in his study was Spanish since his samples were Mexican immigrant students in the United States),

while the other one is by being friend to someone who has better English to act as intermediaries. The last strategy is by writing down their ideas so they can manage to speak when their teacher ask to.

Other findings come from Kondo and Ling's (2004) investigation toward 209 students from two universities in Japan. They discovered 70 strategies used by the students to reduce their anxious feeling that are classified into five clusters: preparation, relaxation, positive thinking, peer seeking, and resignation. By using preparation strategy, students try to reduce anxiety by improving their learning and study strategies such as having a better note taking. According to this study, the stated strategy is the most commonly used by the students. Relaxation, that is students' effort to reduce anxiety symptoms; and positive thinking that refers to strategy "intended to divert attention from the stressful situation to positive and pleasant cues, and bring relief to the anxious student" (p. 262), are the next used anxiety coping strategies that seem to be correlated one to another as both of them are helpful to calm down student's feeling of tension during foreign language learning. Peer seeking is students' way to cope with this impairing factor by looking for others who experience the same anxious feeling in the class. The last strategy used is resignation, is students' unwillingness to lessen their anxiety that is showed by eluding learning process.

Those findings show various strategies used by the students to deal with foreign language anxiety. However, it seems that not all strategies are really helpful to decrease language anxiety condition. Avoidance (Pappamihiel, 2002) and resigna-

tion (Kondo and Ling, 2004) for example, these strategies are used by the students only to keep them away from foreign language learning process. It will even make them become more anxious since they will be harder to improve their performance and left behind. The students have to be informed how to use the appropriate strategies suited to them in dealing with foreign language anxiety. Thus, besides giving information needed by the teachers related to foreign language anxiety, the present study will also be useful to give the information about strategies for coping with foreign language anxiety based on the findings from Kondo and Ling (2004) as the main basis.

2.5. Review of Previous Research

There were some studies related to foreign language anxiety found by the writer specifically in English learning.

The first was a case study from Shinghua University, China, conducted by Meihua Liu. She tried to discover the existence of English language anxiety's contributing problems and the ways of students to cope with it. She used questionnaire to collect the data needed. She also utilized other instrument to support her research i.e., weekly reflective journals with different theme that should be written by the students themselves in order to provide additional data about personal and affective variables in language learning (Allwright, 1983; Bailey, 1983 as cited by Liu, 2007). The study revealed that the causes for foreign language anxiety arousal could be in multitude variables such as low English proficiency, lack of practice,

difficulty of the task, lack of confidence, fear of making mistakes, and incomprehensible input, which was identical to the previous studies (Liu, 2007). In addition, it also told that students have their own way to cope with anxious condition according to the students' written journals. Some students told to themselves to "don't be nervous" before speaking, while there were some of them suggested to have more practice and build up self-confidence so they would not be afraid to speak.

The next one was a research conducted by Po-Chi Kao from Shih-Chien University, Taiwan along with Philip Craigie from Deakin University, Australia. This study focused on discovering the correlation between foreign language anxiety and English achievement of Taiwanese undergraduate English-major students. They divided student's English level into three categories based on their self-reported data of academic results of the English courses in the spring semester of 2009. The results showed that there was negative correlation between language anxiety and achievement. High anxious students tended to perform relatively and significantly less successfully in their English achievement than students experiencing lower anxiety levels (Kao and Craigie, 2010: p.55).

The last was a study conducted by Ardi Marwan from The State Polytechnic of Pontianak. The research was focused on investigating the possible factors that students of The State Polytechnic of Pontianak believe contribute towards their foreign language anxiety. Questionnaires with a Likert scale ranging from disagree to agree were used by him to collect the data. He also tried to investigate the

strategies that students used to cope with their foreign language anxiety based on theoretical basis invented by Kondo and Ling (2004). The finding revealed that the most dominant factor contribute towards foreign language anxiety was their lack of preparation, while the way to cope with this situation was mostly by doing relaxation before they perform in front of the class. From those findings, he believes that despite its common nature to always appear in the process of foreign language learning, it is indeed important to have understanding towards the factors that cause foreign language anxiety as it is useful to help students in determining the strategies to overcome this problem (Marwan, 2007).

Those findings have convinced the writer that anxiety can exist in every foreign language class activities and give negative impact towards learning process. However, the studies concerning on foreign language anxiety over the countries mostly employed varsity students as the subjects, even in Indonesia as what Marwan (2007) did. It makes the information about this phenomenon in senior high school is rarely found, meanwhile specifically in Indonesia, foreign language activities are more frequent to happen in this level as it becomes a compulsory subjects for every semester in their study compared to varsity that may only be taken once during their study. Thus, it the writer intended to conduct this research in senior high school as it would be more useful for education field.

2.6. Theoretical Assumption

Based on several theories constructed this research, the writer assumed that students of SMAN 1 Pringsewu would have different achievement according to their level of anxiety. Students with lower level of foreign language anxiety would likely to achieve higher compared to the students with the higher level. The reason was because students with certain level of foreign language anxiety will experience its debilitating effects during learning process that will always psychologically pressure students and make them unable to have the best performance.

The writer also believed that there would be negative correlation between students' type of frequency in using strategy for coping with foreign language anxiety and their achievements. Students who are more successful in using strategies to decrease the existence of foreign language anxiety within them will experience less impacts of this affective factor that will make the students better in acquiring target language.

The last assumption was that the achievement of students would be different according to their level of foreign language anxiety and type of frequency in using strategies for coping with foreign language anxiety. Students with lower level of anxiety and better using of the stated strategies will have better achievement and vice versa. It could happen since different levels of anxiety will result on different behaviours in facing foreign language class, thus the tendency to use the strategies will also be different.

2.7. Hypotheses

Based on above theoretical assumptions, the writer constructed these following hypotheses:

H(a)₀ : There is no significant difference of students' achievement based on their levels of foreign language anxiety at SMAN 1 Pringsewu.

H(a)₁ : There is significant difference of students' achievement based on their levels of foreign language anxiety at SMAN 1 Pringsewu.

H(b)₀ : There is no significant difference of students' achievement based on the frequency of strategy for coping with foreign language anxiety at SMAN 1 Pringsewu.

H(b)₁ : There is significant difference of students' achievement based on the frequency of strategy for coping with foreign language anxiety at SMAN 1 Pringsewu.

H(c)₀ : There is no significant difference of students' achievement based on the interaction of foreign language anxiety levels and the frequency of strategy for coping with foreign language anxiety at SMAN 1 Pringsewu.

H(c)₁ : There is significant difference of students' achievement based on the interaction of foreign language anxiety levels and the frequency of strategy for coping with foreign language anxiety at SMAN 1 Pringsewu.

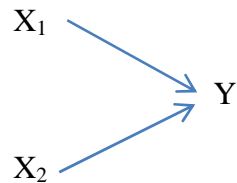
III. METHODS

This chapter explains the steps used in obtaining the data needed, those are: the research design, population and sample, research procedures, data collection as well as instruments, and the data analysis.

3.1. Design

The present study was a quantitative research that applied survey method as it is appropriate “to describe characteristics of a population” (Fraenkel and Wallen, 1991: p. 398) and “enables a researcher to generalize the findings from a sample of responses to a population” (Cresswell. 1994: p. 117). According to these definitions, this research intended to investigate three things: the influence of foreign language anxiety levels on students’ achievement, the influence of anxiety coping strategies on students achievement, the influence of foreign language anxiety and anxiety coping strategies interaction on achievement of students. In line with the mentioned purposes, the writer administered two questionnaires to obtain the data needed in this research. Then, to find out the relationship between levels of anxiety and anxiety coping strategies on students’ achievements, the writer used students’ final semester scores obtained from the English teacher of SMAN 1 Pringsewu.

Since this research was correlational study, it employed *ex post facto* design to examine the degree of relationship between variables (Hatch and Farhady, 1982: p. 26). The design was as follows:



X₁ : Foreign language anxiety

X₂ : Strategies for coping with language anxiety

Y : Students' achievement

After obtaining the data, the writer applied *Univariate ANOVA* to compare the means of several groups with more than one independent variable (Hatch and Farhady, 1982: p. 129). This was an appropriate method since the present study aims to compare students' achievement based on the influence of interaction between language anxiety levels and strategies for coping with foreign language anxiety.

3.2. Population and Sample

The population of this research was the third year students of SMAN 1 Pringsewu, Lampung. This level was chosen under the assumption that the third year students of senior high school had sufficient English background as they had been learning this subject mostly since the very early stage, i.e., elementary school based on curriculum in Indonesia. With more than nine years English learning experience, they

were expected to have appropriate English background that supported the investigation in this study.

In addition, the writer's decision to choose the third year students of SMAN 1 Pringsewu as the population was because this school was one of the best senior high school in Pringsewu regency. It was proven by the frequency of this school in winning some English competitions in its regency and in Lampung province as well. Hence, the writer believed that this school was suitable to be the subject for this research.

To determine the sample, the writer applied simple random sampling method because he assumed that all students in SMAN 1 Pringsewu had almost similar English background that made them had the same chance to be chosen the subjects. Moreover, there was no class stratification that were be helpful to keep the data homogeneous and having high normal distribution even if it came from different classes as the sample. Thus, under these reasons, the writer randomly chose the sample from the eight classes exist in SMAN 1 Pringsewu.

3.3. Variables

Hatch and Farhady (1982: p. 12) postulate variable as "an attribute of a person or of an object which varies from person to person or from object to object." For instance, male and female are varieties of attributes of person. Variable exists to make the measurements in a research easier. There were two kinds of variable

used: independent variable that may affect other variables; and dependent variable that is affected by independent variables (Hatch and Farhady, 1982: p. 15). Independent variables of this research were levels of language anxiety and strategies for coping with foreign language anxiety, whereas dependent variable was students' achievements.

3.4. Procedures

The writer used the following steps to collect the data:

1. Determining population and selecting samples

The population of this research was the third year students of SMAN 1 Pringsewu. One class was randomly chosen as the sample in this research by using lottery. The writer will use *simple random sampling* method since there was no stratified class in this school and all students were considered to have almost the same English background. Thus, they had the same chance to be selected as participants in this research.

2. Determining research instruments

This research used questionnaires as the research instrument. According to Setiyadi (2006, p. 54), questionnaire can be used in qualitative research as it will direct the respondents to give the expected data, where as in quantitative, it will be effective to measure personality-related aspects or variables as well as other psychological and sociological aspects. Since this study was a quantitative research that measured the mentioned aspects, it

sounds logical if the writer used questionnaires to collect the data. There were two kinds of questionnaire; the questionnaire of foreign language anxiety and the questionnaire of strategies for coping with language anxiety. The questionnaire of foreign language anxiety was used to assess students' anxiety about English, while the questionnaire of strategies for coping with language anxiety was used to investigate their coping strategy toward foreign language anxiety phenomenon.

3. Administering foreign language anxiety questionnaire

The writer administered foreign language anxiety questionnaire during the second semester of study. This questionnaire aimed to investigate the existence of students' foreign language anxiety.

4. Administering strategies for coping with foreign language anxiety questionnaire

This second questionnaire was administered in the same occasion, right after students finished answering the foreign language anxiety questionnaire. Its goal was to investigate the types of strategy used by the students to cope with anxious situation in foreign language class.

5. Obtaining students' English achievement

The writer asked the students' scores from the English teacher of SMAN 1 Pringsewu. The scores were from the final test of odd semester since the

test was constructed based on the current 2013 curriculum and gave the researcher students' real scores.

6. Analysing, interpreting, and concluding the data

The writer analysed the data by using Univariate Analysis of Variance (Univariate-ANOVA) of Statistical Package for Social Science (SPSS).

Then, the results were interpreted so the writer was able to draw the intended conclusions.

3.5. Instruments

Two *close-ended* type questionnaires as the instruments were used in this research. These types of questionnaire were chosen because it helped to avoid unnecessary answers from the respondents. The questionnaires used in this research were as follows:

1. Foreign language anxiety questionnaire

To measure students' language anxiety, the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz, and Cope (1986) will be administered in this research. This 33-item questionnaire will have 5-point Likert scale: strongly disagree (1 point), disagree (2 points), uncertain (3 points), agree (4 points), and strongly agree (5 point). The total scores of the items determined the levels of students' anxiety. Levels of anxiety were classified into three: low, average, and high. In determining this level, the writer classified students with score from 22-75 as Low-

Anxious category, 76-120 as Moderate-Anxious, and 121-165 as High-Anxious (**see Appendix 3**).

2. Strategies for coping with foreign language anxiety questionnaire

To measure strategies for coping, this research employed Foreign Language Anxiety Coping Scale questionnaire that is self-designed by Ardi Marwan (2007) based on 70 basic tactics organized into five-cluster solution to reduce language anxiety identified by Kondo and Ling (2004). Unlike the pilot project from Marwan (2007) which had 15 items with 3-point Likert scale, the writer modified the instrument for current study to have 5-point Likert scale ranging from strongly disagree (1 point), disagree (2 points), uncertain (3 points), agree (4 points), and strongly agree (5 point) because the writer wanted to discover the possibility to have students' different answers. The scores obtained determined the frequency of students' strategies to cope with foreign language anxiety. Scores ranging from 15-45 were classified into Negative Frequency, while scores from 46-75 were classified into Positive Frequency (**see Appendix 6**).

3.6. Validity and Reliability of the Instruments

3.6.1. Validity of the Instruments

One of criteria that determine the quality of a good instrument is its validity. According to Fraenkel and Wallen (1991, p. 151), validity is “the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher

makes". It means that the instrument should be designed fitted to the determined criteria so the writer can obtain the desired data in order to draw correct conclusions for his/her research. There are several types of validity such as face validity, content validity, construct validity, and empirical validity (Heaton, 1975). Among those types, this research employed content validity, construct validity, and face validity that were explained as follows:

1. Content validity

Content validity is a consistency of the content and format of the instrument with the definition of the variable and the sample of subjects to be measured (Fraenkel and Wallen, 1991: p. 151). It implied that the sample of subjects included in an instrument should adequately represent whole domain that is intended to be measured. As the goal of this research was to capture the existence of students' foreign language anxiety and the way they cope with this situation, the writer adapted two questionnaires that support the said objectives.

The first questionnaire that was employed in this research was Foreign Language Classroom Anxiety Scales developed by Horwitz, Horwitz, and Cope (1986) based on their theory of foreign language anxiety. Hence, the questionnaire measured three factors that, according to them, cause students' anxiety: communication apprehension, fear of negative evaluation, and test anxiety.

The second questionnaire was Foreign Language Anxiety Coping Scale questionnaire that is self-designed by Ardi Marwan (2007) based on the findings of Kondo and Ling (2004). This questionnaire was constructed under five categories of anxiety coping strategies that consisted of preparation, relaxation, positive thinking, peer seeking, and resignation (Kondo and Ling, 2004), and assessed those stated factors.

Since the English achievement was obtained from students' real score of odd semester final test, the validity for the test was based on the content of 2013 curriculum that was used by this school. However, the test was designed only by the teachers of SMAN 1 Pringsewu since this school was appointed by the government to employ credit system that made this school had to use different system compared to other schools in Pringsewu regency and design its own syllabus.

2. Construct validity

Construct validity is "the nature of the psychological construct or characteristic being measured by the instrument" (Fraenkel and Wallen, 1991: p. 151). Specific to the research of language, this characteristic should be "in accordance with a theory of language behavior and learning" (Heaton, 1975: p. 161). These criteria refer to the ability of instrument to cover theories that are intended to be measured and to show the interrelation between instruments whether they are positive or negative.

Horwitz, Horwitz, and Cope (1986), define foreign language anxiety as a “distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 128). As it was clear that these conditions only appear in foreign language class, the items constructed should measure specific characteristics of anxiety that will happen in foreign language situation, not the ones that will happen in other situations.

The second questionnaire, in addition, was constructed based on Kondo and Ling (2004) findings who investigated the strategies for coping based on students’ behavior. Thus, the items will only employ such characteristics and not include items that related to, for example, the strategies used by the teacher to reduce anxiety in teaching.

The English test of SMAN 1 Pringsewu, even if this school used credit system, the test was still constructed based on the aspects to be tested in reading and writing.

3. Face validity

If a test item simply looks right even to common people, it can be said that the test has face validity (Heaton, 1975: p. 159). Even if face validity merely concerns with the appearance, this aspect is also important to consider. A test may be valid for some testees but at the same time lacks of validity when is adapted to others due to certain factors such as language

background and culture differences. It will affect students' understanding toward the questionnaire that may lead to the unsatisfying result of the test.

To avoid this unnecessary problem to exist, some modification were made to fit the objective of the research. For instance, all questionnaires in this research were translated into *Bahasa Indonesia* (Indonesian language) to avoid misunderstanding among students so they could give the appropriate answers that were to obtain the data. The writer took this decision under the consideration that Indonesian students learn English as the foreign language and they rarely use it in daily conversation.

Another modification was in term of word using. FLCAS by Horwitz et al. (1986) were firstly constructed to assess foreign language anxiety in any kinds of language, thus they used term "language" and "foreign language" in their questionnaire. Since this study focused on English as foreign language, those words were consistently be replaced with "English". On the other hand, there was no words replacement in the second questionnaire as it had used the words "English" in each item.

The translated questionnaires were reviewed using inter-rater validity assessment by some English lecturers in terms of appropriateness of language and clarity of directions. After that, the questionnaires were revised until they meet the criteria of validity mentioned above.

In addition, the writer also created tables of specification for his questionnaires and the English test in accordance with validity criteria, specifically content validity and construct validity. The specification tables were as follow:

Table 3.1 Specification for Foreign Language Classroom Anxiety Scales

No.	Factor	Number of items	Percentage
1.	Communication apprehension	1, 4, 6, 14, 15, 27, 29	21%
2.	Fear of negative evaluation	2, 3, 7, 9, 13, 18, 19, 20, 23, 24, 31, 32	37%
3.	Test Anxiety	5, 8, 10, 11, 12, 16, 17, 21, 22, 25, 26, 28, 30, 33	42%
	Total	33 items	100%

Table 3.2 Specification for Foreign Language Anxiety Coping Scale

No.	Factor	Number of items	Percentage
1.	Preparation	1, 6, 12	20%
2.	Relaxation	2, 7, 13	20%
3.	Positive thinking	3, 8	13%
4.	Peer seeking	4, 9, 11, 14	27%
5.	Resignation	5, 10, 15	20%
	Total	15 items	100%

Table 3.3 Specification for English Test of SMAN 1 Pringsewu

No.	Factor		Number of items	Percentage
1.	Reading	Report text	1, 2, 3, 4, 5, 6, 7, 8, 9 (9)	62%
		Recount	10, 11, 12, 13 (4)	
		Explanation	23, 24, 25, 26, 27, 28, 29, 30, 31 (9)	
		Letter	32, 33, 34, 35, 36 (5)	
		Report	41, 42, 43, 44 (4)	
2.	Writing	Text completion (report)	37, 38, 39	38%
		Re-arranging text	45	
		Expression	14, 15, 16, 17, 18, 19, 20, 21, 22, 40, 46, 47, 48, 49, 50	
Total			50 items	100%

3.6.2. Reliability of the Instruments

An instrument is considered reliable if it consistently shows relatively same results (Setiyadi, 2006: p.16). The piloted study of Foreign Language Classroom Anxiety Scales by Horwitz, Horwitz, and Cope (1986) over eight weeks scored $r = .83$ ($p < .001$), while Strategies for Coping with Language Anxiety Questionnaire employed by Marwan (2007) achieved $r = .905$. Thus, both questionnaires were categorized to have high reliability. However, instruments that showed high validity and reliability scores for certain research might show different results for

others and need to be retested. Thus, the writer retested the instruments for the current study. To measure the consistency of the questionnaires, the writer used Cronbach Alpha Coefficient. The formula was as follow:

$$CA = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sigma_b^2}{\sigma_t^2} \right]$$

Explanation:

k : mount of question in item

σ_b^2 : Variant of item

σ_t^2 : Variant of total

To find the variance, the researcher uses the formula as follow:

$$\sigma^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

Explanation:

σ^2 = Variants

$\sum X^2$ = The number of data quadrate

$(\sum X)^2$ = The number of data being quadrate

N = The number of Data

And to know the description of the reliability standard, the following classification was used:

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent (High-Stakes testing)
$0.7 \leq \alpha < 0.9$	Good (Low-Stakes testing)
$0.6 \leq \alpha < 0.7$	Acceptable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

After being retested, the first instrument, Foreign Language Classroom Anxiety questionnaire yielded reliability score of $r = .938$ (see **appendix 7**) that showed very high reliability, higher than the piloted project of Horwitz, Horwitz, and Cope (1986). However, Strategies for Coping with Language Anxiety questionnaire only achieved reliability score of $r = .514$ (see **appendix 8**) that was considered to have very poor reliability and far lower than that of Marwan (2007).

3.7. Data Analysis

To draw a conclusion in this research based on the analysis of the existence of foreign language anxiety and the strategies students used to cope with this situation, the writer used the following steps:

1. Scoring the questionnaires,
2. Tabulating and computing the scores obtained by using Statistical Packages for Social Science (SPSS),

3. Relating the results of levels of anxiety with students' achievements and anxiety coping strategies,
4. Interpreting the data of levels of anxiety, its relationship with students' achievements, and anxiety coping strategies,
5. Drawing conclusion of levels of anxiety and its relationship with students' achievements and anxiety coping strategies.

3.8. Hypotheses Testing

The hypotheses of this research were:

H(a)₀ : There is no significant difference of students' achievement based on their levels of foreign language anxiety at SMAN 1 Pringsewu.

H(a)₁ : There is significant difference of students' achievement based on their levels of foreign language anxiety at SMAN 1 Pringsewu.

H(b)₀ : There is no significant difference of students' achievement based on the frequency of strategy for coping with foreign language anxiety at SMAN 1 Pringsewu.

H(b)₁ : There is significant difference of students' achievement based on the frequency of strategy for coping with foreign language anxiety at SMAN 1 Pringsewu.

$H(c)_0$: There is no significant difference of students' achievement based on the interaction of foreign language anxiety and the frequency of strategy for coping with foreign language anxiety at SMAN 1 Pringsewu.

$H(c)_1$: There is significant difference of students' achievement based on the interaction of foreign language anxiety and the frequency of strategy for coping with foreign language anxiety at SMAN 1 Pringsewu.

To test the hypotheses whether they are acceptable or not, the writer applied certain criteria as follows:

$$H_0 = r_{\text{value}} < r_{\text{table}}$$

$$H_1 = r_{\text{value}} > r_{\text{table}}$$

Those criteria mean that we can accept H_0 if r_{table} is higher than r_{value} , while H_1 will be accepted if r_{value} is higher than r_{table} . The writer will use the level of significance 0.05 which means the alternative hypotheses (H_1) will be acceptable if the probability of error is below 5% ($p < 0.05$).

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the research into three points and some suggestions for improvement of future research.

5.1 Conclusions

In accord with the findings in Chapter 4, the writer draws the conclusions as follows:

1. This study was able to prove that foreign language anxiety could distract the process of foreign language learning and result in low achievement of students. However, the non-significant difference of means, which were unlike the similar previous studies, implied that other factors such as form of the Englist test might contribute to the current result. Multiple choices could not be more anxiety-provoking compared to oral test, that at the end enabled students to obtain better score and resulted in a non-significant correlation between levels of foreign language anxiety and achievement.
2. It was also found that reducing foreign language anxiety situation by applying certain coping strategies tended to result in a better achievement. Nonetheless, the non-significant difference implied that this finding could not represent the assumption that these coping strategies, eventhough con-

tributed to the better score, were the only factor in determining the difference of students' achievement.

3. The last finding revealed that the interaction between language anxiety and the coping strategies did not determine the high score obtained by the students. The students' score was relatively different because there might be certain factors that made them achieve higher even though their use of anxiety coping strategies was not frequent.

5.2 Suggestions

Since this study is not flawless, the writer suggests several things:

1. For future researchers, it is suggested to use more relevant English score such as score of speaking tests to investigate the correlation between foreign language anxiety and students' achievement since foreign language anxiety was constructed mainly based on communication apprehension that focused on speaking. Another relevant English score can also be from national examination since students feel more stressful situation to pass the test, which is in line with test anxiety notion that becomes one of the construct of foreign language anxiety. Thus, it will perhaps yield far better correlation.
2. It is also better to use bigger number of students as the samples as the subject in order to have better distribution of samples so the findings could perhaps be more relevant. This research was also limited only to one senior high school that is proclaimed as the best in its regency, it is suggested

to apply the similar research of investigating the interaction between foreign language anxiety and strategies for coping with language anxiety to more schools with different qualities and environment since different school settings could perhaps have different results.

3. For future teachers and students, it is suggested to know the existence of foreign language anxiety and how to cope this attitudinal factor since it influence foreign language learning process. Teachers could try to create less anxiety-provoking situation in the class while the students could try to find the strategies suited for them in decreasing the existence of foreign language anxiety.

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