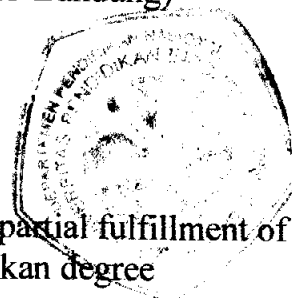


**LANGUAGE ANXIETY OF SENIOR HIGH SCHOOL  
STUDENTS**

**(A Study of Language Anxiety in SMU 15 Bandung)**

**A Paper**

**Submitted to English Education Department as a partial fulfillment of  
the requirements for the Sarjana Pendidikan degree**



**By:**

**Ari Arifin D**

**034040**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGE AND ARTS EDUCATION  
INDONESIA UNIVERSITY OF EDUCATION  
2008**

**APPROVAL**

**LANGUAGE ANXIETY OF SENIOR HIGH SCHOOL STUDENTS**

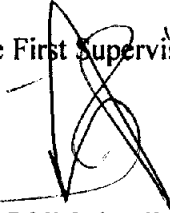
(A Study of Language Anxiety in SMU 15 Bandung)

**A PAPER**

By:  
Ari Arifin D  
034040

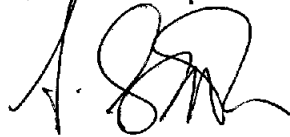
Approved by:

The First Supervisor



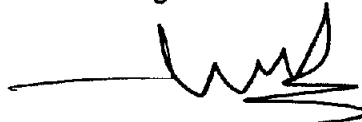
Dr. H. Didi Suherdi, M. Ed.  
NIP. 131757131

The Second Supervisor



Isti Siti Saleha Gandana, S.Pd., M.Ed  
NIP. 132304678

The Head of English Education Department



Drs. Wachyu Sundayana, M.A.  
NIP. 131568827



## STATEMENT

I certify that this research paper entitled *Language Anxiety of Senior High School Students (A Study of Language Anxiety in SMU 15 Bandung)*, and submitted to the English Education Department as a partial fulfillment of the requirements for the Sarjana Pendidikan degree, is my own work, except where due references are made in the text, and that it contains no material which has been submitted for the award of any other degree or diploma in any university or institution.

Bandung, February 2008

Ari Arifin D  
NIM. 034040

*"When one door closes another door opens; but we so often look so long and so regretfully upon the closed door, that we do not see the ones which open for us."*

*~ Alexander Graham Bell*

*"This is the beginning of a new day. You have been given this day to use as you will. You can waste it or use it for good. What you do today is important because you are exchanging a day of your life for it. When tomorrow comes, this day will be gone forever; in its place is something that you have left behind...let it be something good."*

*~ Unknown*

Especially dedicated to:  
My parents, Tatang M Danuwangsa and Tini Surtini



## PREFACE

In the name of Allah, the most Merciful, the most Compassionate.

Praise be to Allah, the Cherisher, the Sustainer of the World, who created the heaven and the Earth, and gave the researcher all strength and patience to finish this research paper.

This paper entitled *Language Anxiety of Senior High School Students (A Study of Language Anxiety in SMU 15 Bandung)* is submitted to the English Education Department as a partial fulfillment of the requirements for the Sarjana Pendidikan degree.

The researcher admits that this paper is still far from perfect. Therefore, constructive advice in the form of critiques and feedback will be highly appreciated. In addition, the researcher expects that this paper will meet the requirements and will give a valuable contribution to the readers, especially to the teachers of English.

Bandung, February 2008

Ari Arifin D  
NIM. 034040

## ACKNOWLEDGMENTS

Alhamdulillah

Praise be to Allah, the Most Merciful, the Most Compassionate. He is the Creator who gives us strength, the Sustainer who has power over all.

This research paper took the combined efforts of many people to be finished. I would like to convey huge humble appreciation to the Supervisors Dr.H. Didi Suherdi, M. Ed. and Isti Siti Saleha Gandana, S.Pd., M.Ed for the valuable direction and advice, for sharing the precious time and brilliant idea, for giving useful feedback by correcting the paper's draft. Additionally, I would like to convey huge gratitude to my parents, Tatang M Danuwangsa and Tini Surtini, for their unlimited love, guidance, and support. Their everlasting prayer and encouragement boost me up to become a better man. My best gratitude is presented to My Beloved Brother and Sister, Ayah and Bunda. Thank you for your guidance and care, for being generous with the time and the books, a place to share everything I have experienced. I'll never forget your kindness. My huge and humble gratitude and appreciation is also presented to the Head of English Department, all lecturers of English Department, Administration Staff of English Department, Teachers and Students of SMU 15 Bandung, Big family of Kulon and Wetan family, Uneh's Family, Neutron Staff, Dubas Family, and ALL-those of who have never been mentioned.

Thank you very much. May Allah cherish you and bless you always.





## ABSTRACT

This study was conducted to examine the language anxiety among senior high school students in SMU 15 Bandung. This issue had been chosen because to ensure the success of English education in senior high schools, foreign language anxiety became a significant issue which could not be ignored. The sources of students' language anxiety, anxiety-provoking situation among senior high school students, and anxiety coping strategies applied by the senior high school students would also be discussed.

The study employed qualitative research and involved seventy three students from two classes – one social and one science class who were investigated to find out the levels of anxiety, the sources and anxiety-provoking situations, and the strategies they employed in coping with anxiety. It also involved classroom observations, questionnaires, and interviews.

Findings showed that the level of anxiety in both classes was mild. The sources of this anxiety were students' low proficiency and self-confidence, negative experience toward English, low self-esteem, competitiveness and classroom activities. The study also indicated three anxiety-provoking situations: oral presentation, fear of being called on to respond orally, and tests. The strategies in coping with language anxiety were preparation, relaxation, positive thinking, peer seeking, and resignation. Most science students tended to apply the preparation strategy; meanwhile most social students tended to apply resignation strategy.



## TABLE OF CONTENTS

STATEMENT	ii
PREFACE	iv
ACKNOWLEDGMENTS	v
ABSTRACT	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	x
LIST OF APPENDICES	
CHAPTER I: INTRODUCTION	
1.1. Background	1
1.2. The Aims of the Research	6
1.3. Formulation of Problem	6
1.4. The Significance of the Research	6
1.5. The Scope of the Study	7
1.6. Research Method	7
1.7. Data Collection Procedure	9
1.8. Data Analysis	9
1.9. Clarification of the Key Terms	9
1.10. Organization of the Paper	9
CHAPTER II: THEORITICAL FOUNDATION	
2.1. Affective Variables	11
2.2. Anxiety in Psychological Concept	14
2.3. Anxiety and Foreign Language Learning	16
2.4. Sources of Language Anxiety	17
2.5. Components of Anxiety in the Foreign Language Class	20
2.6. Krashen's Affective Filter	24
2.7. Learning Strategies	25
CHAPTER III: RESEARCH METHODOLOGY	
3.1. Overview of the Methodology	29
3.2. Participants	30

3.3. Instruments	
3.3.1. Instrument Validity and Reliability	31
3.3.1.1. Trying Out the Instrument	33
3.3.1.2. Validity of the Instrument	33
3.3.1.3. Reliability of the Instrument	34
3.4. Data Analysis	
3.4.1. Levels of Anxiety Perceived by Senior High School Students	35
3.4.2. The Sources of Students' Language Anxiety and Anxiety- provoking Situation	37
3.4.3. Strategies Applied by Students in Coping with Language Anxiety	38
<b>CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION</b>	
4.1. Research Findings	
4.1.1. Levels of Anxiety Perceived by Senior High School Students	39
4.1.2. The sources of Students' Language Anxiety and Anxiety- provoking Situation	42
4.1.3. Strategies Applied by Students in Coping with Language Anxiety	46
4.1.3.1. Social Students' Strategies in Coping with Language Anxiety	47
4.1.3.2. Science Students' Strategies in Coping with Language Anxiety	48
4.2. Discussion	49
<b>CHAPTER V: CONCLUSION AND SUGGESTION</b>	
5.1. Conclusion	63
5.2. Recommendations	65
<b>REFERENCES</b>	
<b>APPENDICES</b>	



## LIST OF TABLES

Table 1	Likert's Scoring Table
Table 2	FLCAS Anxiety Scale
Table 3	The Percentage of Anxiety Level in Social Class
Table 4	The Percentage of Anxiety Level in Science Class





## LIST OF APPENDICES

Appendix 1	The Level of Anxiety among Social Class
Appendix 2	The Level of Anxiety among Science Class
Appendix 3	Percentage of the FLCAS in Social Class
Appendix 4	Percentage of the FLCAS in Science Class
Appendix 5	Social Students' Strategies in Coping with Anxiety
Appendix 6	Science Students' Strategies in Coping with Anxiety
Appendix 7	Teacher Interview Questions
Appendix 8	Students Interview Questions
Appendix 9	Teacher Data Interview



## REFERENCES

- Aida, Yukie. 1994. *Examination of Horwitz, Horwitz, and Cope's Construct of Foreign Language Anxiety: The Case of Students of Japanese*. The Modern Language Journal, 78.
- Alwasilah, A. Chaedar. 2003. *Pokoknya Kualitatif: Dasar-dasar Merancang dan Melakukan Penelitian Kualitatif*. Jakarta: Kiblat Buku Utama
- Argaman, Osnat and Abu Rabia, Salim. 2002. *The Influence of Language Anxiety on English Reading and Writing Tasks Among Native Hebrew Speakers*. Language, Culture, and Curriculum, Vol. 15. No. 2
- Arikunto, Suharsimi. 2002. *Prosedur Penelitian Suatu Pendekatan Praktek*. (Edisi Revisi V). Jakarta: Rineka Cipta
- Brown, H. Douglas. 2001. *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall Inc.
- Budi, Triton Prawira. 2006. *SPSS 13.0 Terapan: Riset Statistik Parametrik*. Yogyakarta: Andi Offset
- Burden, Peter. 2004. *The Teacher as Facilitator: Reducing Anxiety in the EFL University Classroom*. JALT Hokkaido Journal, Vol.8 pp 3-18.
- Cassado, Matt A., and Mary I. Dereshiwsky. 2001. *Foreign Language Anxiety of University Students*. College Student Journal, Dec 2001. available at [findarticles.com/p/articles/mi\\_m0FCR/is\\_4\\_35/ai\\_84017191-33k](http://findarticles.com/p/articles/mi_m0FCR/is_4_35/ai_84017191-33k)
- Chan, Daniel Yu-ching & Guo-cheng Wu. 2004. *A Study of Foreign Language Anxiety of EFL Elementary School Students in Taipei County*. Journal of National Taipei Teachers College, Vol.17, No.2 (Sep. 2004). Available at: [academic.ntue.edu.tw/public/journal/vol17](http://academic.ntue.edu.tw/public/journal/vol17)
- Creswell, John W. 1994. *Research Design: Qualitative and Quantitative Approaches*. California: Sage Publication
- Daly, J.A. 1991. *Understanding communication apprehension: An introduction for language educators*. In E. Horwitz and D. Young (eds) *Language Anxiety: From Theory and Research to Classroom Implications* (pp. 3-13). Englewood Cliffs, NJ: Prentice-Hall.
- Davidoff, Linda L. 1987. *Introduction to Psychology*. New York: McGraw-Hill Inc.

- Demo, Dauglas A. ---. *Discourse Analysis for Language Teachers*. Available at: [www.cal.org/resources/Digest/0107demo.html](http://www.cal.org/resources/Digest/0107demo.html)
- Furlong, Nancy E, et.al. 2000. *Research Method and Statistics: An Integrated Approach*. USA: Belmont CA: Wadsworth/ Thompson Inc.
- Hatch, E and Farhady, H. 1982. *Research Design in Statistics for Applied Linguistics*. Rowley: Newbury House Publisher, Inc.
- Horwitz, E. K., M. B. Horwitz and J. A. Cope. 1991. *Foreign Language Classroom Anxiety* in E. K. Horwitz and D. J. Young, *Language Anxiety*, 27-39. Englewood Cliffs, NJ: Prentice Hall.
- Horwitz, Elaine K. 2001. *Language Anxiety and Achievement*. *Annual Review of Applied Linguistics*, 21, 112-116.
- Johnson, R. Burke and Anthony J. Onwuegbuzie. 2004. *Mixed Methods Research: A Research Paradigm Whose Time Has Come*. Available at: [www.coe.tamu.edu/~rcapraro/Articles/](http://www.coe.tamu.edu/~rcapraro/Articles/)
- Johnson, Keith. 2001. *An Introduction to Foreign Language Learning and Teaching*. Pearson Education Limited
- Koba, Naomi, Naoyoshi Ogawa, and Dennis Wilkinson. 2006. *Using the Community Language Learning Approach to Cope with Language Anxiety*. Siebold University of Nagasaki (Nagasaki, Japan). Available at <http://iteslj.org/Articles/Koba-CLL.html>
- Kondo, David Shinji and Yang Ying-Ling. 2004. *Strategies for coping with language anxiety: the case of students of English in Japan*. *ELT journal* Vol. 58/3 July 2004. Oxford: Oxford University Press
- Krashen, Stephen D. 1982. *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press.
- Littlewood, William T. 1984. *Foreign and Second Language Learning*. Cambridge: Cambridge University Press
- Masrun. 1979. *Analisis Item*. Fakultas Psikologi Universitas Gajah Mada. Yogyakarta
- McCroskey, James C. 1984. *The Communication Apprehension Perspective*. Beverly Hills: SAGE
- MacIntyre, P. D. 1995. *How does anxiety affect second language learning? A reply to Sparks and Ganschow*. *Modern Language Journal*, 79(1), 90-99.

- MacIntyre, P. D., & Gardner, R. C. 1991. *Language Anxiety: Its relationship to other anxieties and to processing in native and second languages*. *Language Learning*, 41(4), 513-34.
- Na, Zhao. 2007. *A Study of High School Students' English Learning Anxiety*. *Shandong University of Technology, China*. Available at [http://www.asian-efl-journal.com/Sept\\_2007\\_zn.php](http://www.asian-efl-journal.com/Sept_2007_zn.php)
- Oxford, Rebecca L. 1989. *Anxiety and the Language Learner: New Insight*. *Language Learning* Vol. 39 no.2
- Oxford, Rebecca L. 1990. *Language Learning Strategies*. What Every Teacher Should Know. Massachusetts: Heinle & Heinle Publishers
- Price, M. L. 1991. *The Subjective Experience of Foreign Language Anxiety: Interviews with Highly Anxious Students* in E. K. Horwitz and D. J. Young, *Language Anxiety*, 101-108. Englewood Cliffs, NJ: Prentice Hall.
- Sugiharti, Nyayu. 2007. *Language Anxiety in English Speaking Class*. Unpublished paper: UPI
- Sugiyono. 2002. *Metode Penelitian Bisnis*. Bandung: ALFABETA
- Schütz, Ricardo. 2007. *Stephen Krashen's Theory of Second Language Acquisition*. Available at [www.sk.com.br/sk-krash.html](http://www.sk.com.br/sk-krash.html)
- Scovel, T. 1991. *The Effect of Affect on Foreign Language Learning: A Review of the Anxiety Research* in E. K. Horwitz and D. J. Young, *Language Anxiety*, 27-39. Englewood Cliffs, NJ: Prentice Hall.
- Turula, Anna. ---. *Language Anxiety and Classroom Dynamics: A Study of Adult Learners*. Available at: <http://exchanges.state.gov/forum/vols/vol40/no2/p28.htm>
- Wirza, Yanti. 2001. *Social Interaction in EFL Classroom*. UPI: Unpublished Paper
- Young, D. 1991. *Creating a low-anxiety classroom environment: What does language anxiety research suggest?* *The Modern Language Journal* 75, 426-437.

