

**STUDENTS' ANXIETY AND ITS CORRELATION WITH THE
WILLINGNESS TO COMMUNICATE
(A Case Study of English Students of Vocational Program
Universitas Brawijaya)**

UNDERGRADUATE THESIS

BY

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**STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURE
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA**

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WILLINGNESS TO COMMUNICATE**

**(A Case Study of English Students of Vocational Program
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UNDERGRADUATE THESIS

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In partial fulfillment of the requirements
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Malang, 13 May 2016

The writer

ABSTRACT

Murtiningsih, 2016. **Students' Anxiety And Its Correlation With The Willingness to Communicate (A Case Study of English Students of Vocational Program Universitas Brawijaya)**. Study Program of English, Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Yana Shanti Manipuspika.

Keywords: Anxiety, Foreign Language Classroom Anxiety, Willingness to Communicate

Communication is a primary tool to interact with people. It is important to have a good ability to speak English since it is international language. However, there are many factors hinder learner to acquire the English language. One of them is anxiety. It is important to conduct research about anxiety since it has potential to negatively affect the foreign language proces. This feeling leads them hesitate to communicate. Learners need to improve their willingness to communicate as the achievement of language learning process.

This research used quantitative descriptive since the data is in the form of numerical data. Quantitative descriptive was considered as the most appropriate approach to analyze the students' anxiety, willingness to communicate, and also their correlation perceived by English students of vocational program Universitas Brawijaya. There were 67 participants taken in this study. This study used Foreign Language Classroom Anxiety Scale (FLCAS) and Willingness to Communicate (WTC) scale.

In this study, the researcher found that respondents owned communication apprehension, test anxiety, and fear of negative evaluation. This study also shows that English students of vocational program Universitas Brawijaya have high level of anxiety and low level of willingness to communicate. In addition, this study reveals that there is a sufficient negative correlation between students' anxiety and their willingness to communicate.

The writer suggests that students need to consider their anxiety feeling and find effective strategies to ease their anxiety. For lecturers who have role to help students to deal with anxiety level, they should create cheerful and less stressful atmosphere in classroom. It is also needed to find a way to develop their teaching strategies to stimulate students' willingness to communicate. Finally, future researchers are expected to conduct research dealing with one of five antecedents that lead to different level of willingness to communicate. For example how cultural diversity affects one's willingness to communicate.

ABSTRAK

Murtiningsih, 2016. **Students' Anxiety and Its Correlation With The Willingness To Communicate (A Case Study Of English Students Of Vocational Program Universitas Brawijaya)**. Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya.
Pembimbing: Yana Shanti Manipuspika.

Kata Kunci : Kecemasan, Kecemasan Berbahasa Asing di Ruang Kelas, Kemauan Berkomunikasi

Komunikasi merupakan alat utama untuk berinteraksi. Sangat penting untuk memiliki kemampuan yang baik dalam berbicara bahasa Inggris karena bahasa tersebut merupakan bahasa internasional. Namun, ada banyak faktor yang dapat menghambat peserta didik untuk menguasai bahasa Inggris. Salah satunya adalah kecemasan. Penelitian tentang hal ini sangat penting dilakukan karena kecemasan memiliki potensi berpengaruh negatif terhadap proses pembelajaran bahasa asing. Perasaan ini membuat peserta didik ragu untuk berkomunikasi. Peserta didik perlu meningkatkan kemauan mereka dalam berkomunikasi sebagai pencapaian proses pembelajaran bahasa.

Penelitian ini menggunakan metode deskriptif kuantitatif karena data yang digunakan adalah dalam bentuk angka. Metode ini dinilai paling tepat untuk menganalisis kecemasan, kemauan berbicara, dan juga hubungan antara kedua variabel yang dirasakan oleh responden. Penelitian ini melibatkan 67 responden dari mahasiswa Bahasa Inggris program vokasi Universitas Brawijaya. Adapun kuesioner yang digunakan dalam penelitian ini adalah Foreign Language Classroom Anxiety (FLCAS) dan Willingness to Communicate (WTC) scale.

Peneliti menemukan bahwa responden memiliki kecemasan berkomunikasi, kecemasan dalam ujian, dan kecemasan terhadap evaluasi negatif. Penelitian ini juga menunjukkan bahwa mahasiswa Bahasa Inggris program vokasi memiliki tingkat kecemasan yang tinggi dan tingkat kemauan berkomunikasi yang rendah. Kemudian, terdapat korelasi negatif dengan tingkat yang cukup antara kecemasan pelajar dan kemauan berkomunikasi.

Penulis menyarankan mahasiswa agar menyadari kecemasan mereka serta menemukan strategi yang efektif untuk mengurangi rasa cemas yang mereka rasakan. Untuk pengajar yang memiliki peran dalam membantu pelajar dalam mengatasi tingkat kecemasan, disarankan untuk menciptakan suasana yang menyenangkan dan mengurangi tekanan di dalam kelas. Hal ini perlu dilakukan demi mendorong kemauan berkomunikasi pelajar. Kemudian, peneliti selanjutnya disarankan untuk melakukan penelitian yang berkaitan dengan salah satu dari lima faktor yang mempengaruhi perbedaan level kemauan berkomunikasi. Contohnya, bagaimana keragaman budaya mempengaruhi kemauan berkomunikasi seseorang.

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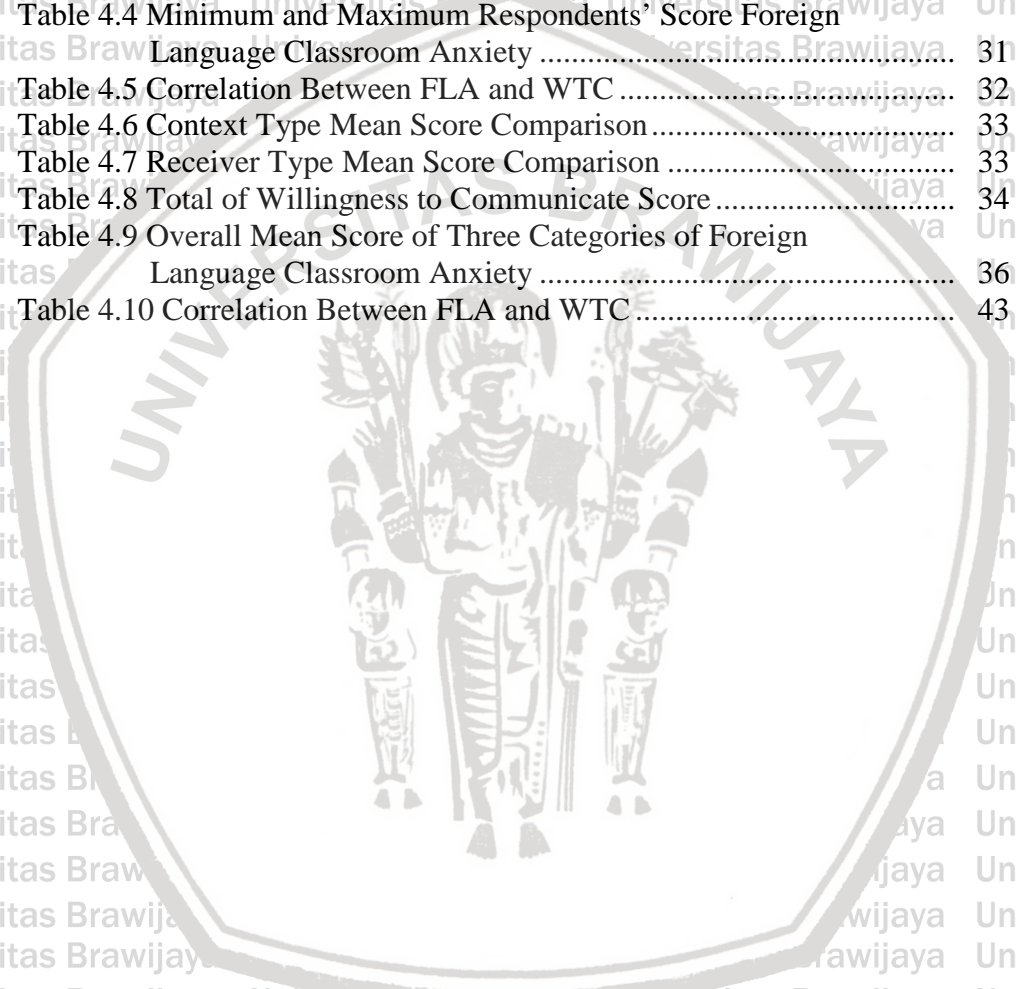
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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the study, problems of the study, objectives of the study, and definition of key terms.

1.1 Background of the Study

Communication is primary tool to interact with people. In this globalization era, the ability to speak English is urgency since it is international language. It is not only about interaction, but also the important track to save our country. ASEAN Economic Community (AEC) for instance, is the current issue that is being talked. AEC is proclaimed to be prevailed on 2016. This economy system gives an opportunity to neighbouring countries in Southeast Asia to distribute their goods and services into Indonesia. The possibility of best foreign graduated students shifting the existence of Indonesian student is getting bigger.

That is why in order to face this economy system, Indonesia generations at least need to have good ability in speaking English to compete with them.

Unfortunately, it is not easy to master English because many factors affect learners mastering it.

The role of English in Indonesia is as a foreign language. English as Foreign Language (EFL) is learned where the community and the school do not use English for communication. However, there are some factors that hinder the foreign language acquisition. Spielberg (1983, as cited in Horwitz et al, 1998, p. 125) defines anxiety as the subjective feeling of tension, apprehension and worry

associated with an arousal of the autonomic system. It is all about negative situation learners face during learning process that may prevent them learning language successfully. According to Wen & Clement (2003) and Peng (2007) (as cited in Alemi et al 2011, p.152), there are factors that are identified as the determinant of L2 use among Chinese University Students. They are communicative competence, language anxiety, risk taking, learners' beliefs, classroom climate, group cohesiveness, teacher support, and classroom organization. Various studies also showed that language anxiety affects foreign language (FL) and second language (L2) performance (Horwitz et al., 1986; MacIntyre & Gardner, 1989).

It is important to conduct a research about anxiety since it has potential to negatively affect foreign language learning process. Anxiety leads students to be afraid of making mistake in speaking. Thus, it makes them hesitate to communicate. By knowing the result of anxiety, students can handle their fears on foreign language classroom. Teacher also must be aware that by decreasing the anxiety of students, it will make the classroom becomes non-threatening for them.

In order to learn language, the students must talk, and that progress is hardly possible if the students are passive in speaking activity (Savignon, 2005; Swain, 1998; Shehan, 1989; as cited in Malgorzata Baran-Lucz 2014, p.37).

MacIntyre also (1998, p.547) explains that:

English teacher often do not have capacity to create students speaking up or utilizing a L2 for L2 communication, therefore the ultimate goal of the learning process should be to engender in language students the willingness to seek out communication opportunities and willingness actually to communicate them. A

proper objective for L2 education is to create willingness to communicate.

Consequently, students need to involve in speaking activity in classroom because the more they practice, the more they have opportunity to have a good communication. Willingness to communicate is important for foreign language learners because it is their achievement in learning language. By the time, their strong willingness to communicate supports their communication ability. A study from Wang (2014) shows that Chinese learners have difficulty in speaking because their teachers dominate the communication and give few chances for learners to speak. It is similar with the condition in Indonesia. Students are not accustomed to speak English in their daily life, also in classroom. Consequently, they tend to be quiet.

Every learner has different level of willingness to communicate depending on several variables that may influence willingness to communicate, such as communication apprehension and communicative competence. McCroskey and Richmond (1982) state "shyness" is an individual predisposition that can lower a person's willingness to communicate. It means anxiety is one of the predictors affecting the willingness of communication.

A study from Muamaroh and Prihartanti (2013) describes Indonesian university student's willingness to actively engage in English language learning and their self-reported anxiety levels. Their study shows there is a correlation between language anxiety and willingness to communicate. This study also shows that the level of willingness to communicate from the participants is low, while

the anxiety they have is on moderate level. More than half (68%) of their participants shows that students' anxiety affect the willingness to communicate, while 12% of participants does not show the correlation.

This present study is aimed to report the result of observation how the anxiety level of English students of vocational program Universitas Brawijaya affects their willingness to communicate. In order to answer the research questions, this study is conducted by using two instruments, which are Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al (1986) and Willingness to Communicate (WTC) scale by MacIntyre et al (1998).

The English students of vocational program Universitas Brawijaya are chosen as the participants of the study under some considerations. First, the researcher chooses them as participants because in Brawijaya University, English program is not only in Faculty of Cultural Studies, but also in vocational program.

English students of vocational program are considered as the appropriate participants to this study since they are foreign language learners who are taking English as their major and will use their knowledge for their future career. They have more frequency to learn English comparing to other students from other majors. It is important to know how anxiety level, type of anxiety, and the correlation between their anxiety and their willingness to communicate since these relate to their career after graduating. Second, there were already many research conducted in Faculty of Cultural Studies, this research wants to give contribution to vocational program by conducting research and using English students as participants.

This research can give contribution to students and lecturers to determine and solve their problems in-class activity by knowing the correlation between students' anxiety level and willingness to communicate level they have. For lecturers, this research can give them an overview of what level of anxiety that affects their students on willingness to communicate. This study also provides valuable insight for English lecturers about students' behaviour, and provides real data about students' willingness to communicate in English and English language anxiety as a tool to develop strategies that improve student's spoken English ability. Students can also improve their learning strategies in order to master their English language communication based on the data found in this study.

1.2 Problems of the Study

Based on the background of the study, the researcher formulates problems of the study as follow:

1. What are the types of anxiety perceived by English students of vocational program Universitas Brawijaya?
2. What is the anxiety level perceived by English students of vocational program Universitas Brawijaya?
3. What is the correlation between students' anxiety and the willingness to communicate of English students of vocational program Universitas Brawijaya?

1.3 Objectives of the Study

Based on the problems of the study, the objectives of the study are specified as follow:

1. To find out the types of anxiety perceived by English students of vocational program Universitas Brawijaya.
2. To find out the anxiety level perceived by students of English students of vocational program Universitas Brawijaya.
3. To know the correlation between students' anxiety and the willingness to communicate of English students of vocational program Universitas Brawijaya.

1.4 Hypotheses of the Study

The researcher proposes some hypotheses as follow:

1. H₁: The types of anxiety perceived by English students of vocational program Universitas Brawijaya are communication apprehension, test anxiety, and fear of negative evaluation.
H₀: The types of anxiety perceived by English students of vocational program Universitas Brawijaya are not communication apprehension, test anxiety, and fear of negative valuation.
2. H₂: English students of vocational program Universitas Brawijaya have high anxiety.
H₀: English students of vocational program Universitas Brawijaya do not have high anxiety.

3. H_3 : There is a correlation between students' anxiety and the willingness to communicate of English students of vocational program Universitas Brawijaya.

H_0 : There is no correlation between students' anxiety and the willingness to communicate of English students of vocational program Universitas Brawijaya.

1.5 Definition of Key Terms

There are three important terms used in this study, those are

1. **Anxiety**: Anxiety is worry or negative reaction aroused when learning or using second language (Young, 1991).
2. **Willingness to Communicate (WTC)**: The tendency to engage in communication, being given a free choice to do so (McCroskey and Baer, 1985).
3. **English Students of Vocational Program**: Active students who are majoring English in vocational program at Universitas Brawijaya, Malang.

CHAPTER II

REVIEW OF RELATED LITERATURE

The researcher is going to review some theories which have relation to this study and also previous studies. The theories are second language acquisition, anxiety, and willingness to communicate.

2.1 Second Language Acquisition

Second language acquisition is a scientific discipline studying about how someone acquires a language outside his or her mother tongue. Learning a second language helps people to communicate across culture and make them see the diversity of cultures that can make up their global community. According to Gass and Selinker (2008), second language acquisition refers to the process of learning another language after learning the native language. As the name “second language” suggests second language can refer to any language learned after first language is learned, either in class room as well as in more “natural” exposure environment.

According to Krashen (1981), there are five hypotheses in second language acquisition. They are acquisition-learning hypothesis, monitor hypothesis, natural order hypothesis, input hypothesis, and affective filter hypothesis. This study discusses one of hypotheses in second language acquisition, which is an affective filter hypothesis.

a. Acquisition-learning hypothesis

There are two ways to develop the second language, they are learning and acquiring. Acquisition involves the subconscious acceptance of knowledge where information is stored in the brain through the use of communication. This is the process used for developing native languages. Learning, on the other hand, is the conscious acceptance of knowledge about a language, for example: grammar and form.

b. Monitor hypothesis

People will monitor the language in order to produce proper words or sentence. This hypothesis explains how acquisition and learning are used. The acquisition system initiates an utterance and the learning system monitors the utterance to inspect and correct errors. The monitor has function in a planning, editing, and correcting when these three specific conditions are met.

c. Natural order hypothesis

It is related to the structure of language that can be acquired in a predictable order. For any given language, certain grammatical structures are acquired early while others are acquired later in the process. This hypothesis suggests that this natural order of acquisition occurs independently of deliberate teaching and therefore teachers cannot change the order of a grammatical teaching sequence.

d. Input hypothesis

The way how to acquire language is by understanding the message. This hypothesis explains that students' acquisition occurs when they receive the message that they can understand and contains $i + 1$, which 'i' here represents the

level that students have acquired and '+1' is a metaphor for language that is just a step beyond that level.

e. Affective filter hypothesis

One obstacle that manifests itself during language acquisition is the affective filter. Affective filter hypothesis is metaphorical barriers that prevent the learner in acquiring the language even the appropriate input is available. It is a 'screen' that is influenced by emotional variables that can prevent learning. In affective filter hypothesis, affective variables play a role in language acquisition.

When negative emotional factors are in play, language acquisition suffers. When the filter is down, it benefits to language acquisition. Studies place the three categories of affects. They are motivation, self-confidence, and anxiety.

Performers who have high motivation usually do better in second language acquisition. Performers who have high self confidence also tend to do better in second language acquisition. Similarly, performers with low anxiety will have more conducive condition to second language acquisition.

This study aims to analyze the factors that can affect language learners' goal in learning second language, which are anxiety and its correlation with the willingness to communicate.

2.2 Anxiety

The term “anxiety” has some meanings depending on what area it is used.

In psychological view, anxiety is a state of apprehension, a vague fear that is only indirectly associated with an object (Scovel 1978, as cited in Huang, 2012, p.1520). From science behaviour perspective, Wolman (1989) defines anxiety as a feeling of one’s own weakness and inability to cope with real or imaginary threats (as cited in Huang, 2012, p.1520).

Anxiety also has close relationship with foreign language; it is called foreign language anxiety. Anxiety is a subjective feeling of tension, apprehension, nervousness, and wrong associates with an arousal of the autonomic nervous (Spielberger, 1983, as cited in Horwitz et al, 1998, p. 125). Similarly, Young (1991) defines foreign language anxiety as “worry and negative emotional reaction aroused when learning or using a second language” (p.27). It means that when learners are trying to explore their language, there is a feeling that makes them not confident in doing it, called anxiety. Sometimes, that feeling affects their readiness to speak up, even make them doing some mistakes in grammar, spelling, and pronouncing some English words.

Foreign language anxiety is a kind of mental problem that may not be easily detected and can affect the goal of learning language. This feeling is very common for language learners who are learning language. Many researchers have found that foreign language anxiety has potential effect on the target language learning and also the process of language learning. It is also stated that foreign language anxiety affects all aspects language learning, such as listening, speaking, and learning (MacIntyre & Gardner, 1994, p.283).

Anxiety in foreign language may prevent them from performing successfully in learning language. Study from Liu (2007) shows that Chinese students experience anxiety when they have a single performance such as presentation in English class. It causes the students have lack of vocabulary, low English proficiency, and have memory disassociation.

However, anxiety that happens in every foreign language learner is different. Anxiety comes up in certain situation. There are three kinds of foreign language anxiety based on Horwitz et al (1986), they are communicative apprehension, test anxiety, and negative evaluation.

a. Communication Apprehension

Communication apprehension is one kind of shyness characterized by fear of communicating with people. This type of anxiety can hinder learners' to communicate with society. They usually avoid communicating with people because they are not comfortable when expressing something in front of people.

This type of anxiety usually makes learners unable to communicate correctly or understand what people say. In classroom, quiet students may regard as good students. However, there are quiet students who have communication apprehension. This makes them have less frequency to respond and participate in communication.

b. Test Anxiety

Test anxiety refers to a type of performance anxiety stemming from fear or failure. This type of anxiety relates to the fear towards examination, test, or other assignments used to evaluate learners' performance. Test anxiety can disturb their

focus during the test. Students also develop the negative perceptions toward test.

It may lead them to make errors, even for prepared students.

c. Fear of Negative Evaluation

Fear of negative evaluation is defined as apprehension about others evaluations, avoidance of evaluation situation, and the expectation that others would evaluate one negatively. Although it is similar to test anxiety, fear of negative evaluation is broader in scope because it is not limited to test-taking situations. Rather, it may occur in any social test, such as interviewing for a job or speaking in foreign language class.

There are three levels of anxiety based on Foreign Language Classroom Anxiety Scale proposed by Horwitz et al (1986). They are low, moderate, and high level of anxiety. These levels of anxiety can be indicated by knowing the result of Foreign Language Classroom Anxiety Scale (FLCAS) score. The score of FLCAS will range from 33 to 165. Students who get lower score than 99 are categorized as having low anxiety level, on other hand students who get higher score than 99 categorized as having high level anxiety. However, if the students get 99 scores, they are categorized cut off line, which means they have moderate level of anxiety.

2.3 Willingness to Communicate

When learners are given a situation to use second language, some of them take the opportunity to speak up and some of them remain silent. MacIntyre et al (1998) state that willingness to communicate refers to individual readiness to enter into discourse at a particular time with a specific person or persons, using

second language. While based on McCroskey and Baer (1985 as cited in MacIntyre & Charos, 1996, p.7), willingness to communicate is defined as a stable predisposition towards communication when free to choose to do so. It means that a person who is willing to communicate tends to have no obstacle in doing so. The proper objection to learn second language is to create willingness to communicate. Higher willingness to communicate among learners provides more opportunities to practice in second language and facilitate authentic second language usage (MacIntyre et al, 2001).

According to McCroskey (1990), there are some variables that lead to different level of willingness to communicate. McCroskey describes it as antecedents of willingness to communicate which consist of introversion, self-esteem, communication competence, cultural diversity, and communication apprehension. These antecedents are examined have correlation on willingness to communicate. Followings are further explanation about antecedents of willingness to communicate:

a. Introversion

Introvert persons are characterized as shy, timid, and quiet. The more introverted individual, the less he or she initiates for communicating and takes less value on communicating. This kind of individual tends to be inner-directed and introspective. Comparing to those who are extroverts, introverts tend to be less sociable and less dependent on other's evaluation.

b. Self-esteem

Self esteem is one of the variables affecting the willingness to communicate. Self-esteem means person's evaluation of his or her own worth. It

is the indicator how people perceive their self-worth. If a person is categorized as having low self-esteem, it might be expected that the person tends to have low willingness to communicate because that person believes that others would respond negatively to what would be said.

c. Communication competence

When people live in reticence area, it would be a major reason why they are less willing to communicate because of deficient communication skills (Phillips, 1968; 1977; 1984, as cited in McCroskey, 1990, p.26). They tend to avoid social interaction and say so little. It means that it is contrary with how one is expected to willing to communicate. Although it is undeniable that many people try to avoid communication because they are apprehensive about communicating, researcher such as Phillips (1968;1977, as cited in McCroskey 1990, p.27) tries to focus on communicative skills. Phillips finds that when skills are increased, WTC also increases. It shows that for some people who are less willing to communicate is because of not knowing how to communicate.

d. Cultural diversity

Some cultures may seem as quiet and some others are characteristically loquacious. Every country may have culture and subcultures as its majority. Japan for example, its single culture is dominant. Different with United States that has its majority culture and many subcultures. When a person finds her/himself in environment in which her/his subculture is in minority position, this person may be described as culturally divergent. Culturally divergent people are similar to those who have deficient communication skill. They do not know how to communicate effectively. They tend to be less willing to communicate to avoid

failure and possible negative consequences. On the other hand, a person who lives in the environment in which his/her subculture is in majority position, he/she tends to have more willingness to communicate and is comfortable to communicate effectively.

e. Communication apprehension

This study tries to analyze the correlation between apprehension or commonly known as anxiety and willingness to communicate. According to McCroskey (1976), communication apprehension is a level of fear or anxiety with either real or anticipated communication with another person or persons. It is predicted that persons who have higher communication apprehension tend to avoid communication because of their negative experiences from anxiety that influence their performance. McCroskey explains that communication apprehension level of a person probably is a single best predictor of the person's willingness to communicate. The higher communication apprehension level a person has, the lower willingness to communication level perceived by him or her.

It does not mean persons who have high communication apprehension do not engage in interaction. They have less frequency of involving in communication than those who are not afflicted with the communication apprehension under the same situation. They may have less willingness to communicate and select occupations that have low communication responsibilities to avoid communication.

Everyone has different level of willingness to communicate based on what context and with whom they communicate. In order to know that, the appropriate instrument is by using Willingness to Communicate (WTC) Scale proposed by

McCroskey. The WTC scale includes items related to four communication contexts which are public speaking, talking in meetings, talking in small group, and talking in interpersonal conversation, and also three types of receivers which are strangers, acquaintance, and friends.

2.4 Previous Studies

The first previous study is a thesis from Putri (2014) entitled “A Study on Students’ Anxiety and Its Correlation with The Speaking Performance of XI Grade Students of SMAN 1 Krian”. In her study, Putri correlated the anxiety level of the students of XI Grade at SMAN 1 Krian with their speaking performance using quantitative and qualitative method. The quantitative method was used to measure the level of anxiety and also speaking performance score, while the qualitative method was used to analyze the interview result. The result of the study showed the high level of anxiety perceived by students at SMAN 1 Krian.

The high anxiety is indicated by unwillingness, feeling terrible about pronunciation, and feeling unsatisfied with the performance, fluency, grammar, vocabulary, also intonation. Putri’s study revealed the students who have low anxiety got high score on their performance. Otherwise, students who got low score on their performance have high level of anxiety. Thus, this previous study showed that anxiety gives influence to students’ speaking performance.

The second previous study is entitled “Willingness to Communicate in English: A Case Study of EFL Students at King Khalid University” by Mahdi (2014) from King Khalid University, Abha, Saudi Arabia. The paper investigated the participants’ willingness to communicate in English when they had

opportunity and highlight the personality traits that affect the students' oral communication in English. The study combined quantitative and qualitative approaches. The researcher used questionnaire in order to complete the quantitative approach. Semi-structured interview was also used to complete the qualitative approach. In his study, the total number who fully completed the questionnaire was 105 participants from all students at level 7 and 8 of English Department, College of Language and Translation King Khalid University. The researcher also took 20 participants who both willing and less willing to communicate and to participate in semi-structured interview. As a result, his study shows that respondents have more willingness to communicate in interpersonal conversation as context type and with friends as receiver type.

There are some differences between both previous studies and this present study. One of the differences is obviously seen from the method. Both previous studies used quantitative and qualitative method, while this study uses quantitative descriptive method. For qualitative method, both previous studies used semi-structured interview to complete the results. Another difference is about variable. The first previous study correlated the anxiety level with the speaking performance, while the second previous study only focused on willingness to communicate. Meanwhile, the variables in this study are anxiety and willingness to communicate. In terms of similarities, this study and the first previous study use Foreign Language Classroom Anxiety Scale (FLCAS) proposed by Horwitz (1998) to measure the anxiety level of participants. Then, Willingness to Communicate (WTC) scale proposed by McCroskey (1992) is chosen to be the

instrument of the second previous study and this study to measure participants' willingness to communicate.



CHAPTER III

RESEARCH METHOD

This chapter describes research design, data source, research instrument, data collection, and data analysis of the study.

3.1 Research Design

In this research, the researcher used quantitative descriptive. Quantitative descriptive was considered as the most appropriate approach to analyze the degree of anxiety, willingness to communicate, and also their correlation perceived by English students of vocational program Universitas Brawijaya. This study used correlation procedure which shows the extent to which change in one variable is associated with change in another variable (Ary et al, 2002, p.143).

3.2 Data Source

The data source of this study was English students of vocational program Universitas Brawijaya. The population of the study was the English students of vocational program Universitas Brawijaya, Malang. The researcher chose the first and the third semester English students of vocational program as participants.

According to Arikunto (2006) if the total population is less than 100, then the sample taken is all. However, if the total of population is more than 100, then a sample can be taken 10-15%, 20-25% or more. Due to the total number of English students of vocational program in the first and the third semester was 71 students,

which is less than 100 participants, the researcher took all the students as the subjects of the study.

The data used in this study was the results from Foreign Language Classroom Anxiety Scale (FLCAS) questionnaires and Willingness to Communicate (WTC) questionnaires that filled by English students of vocation program Universitas Brawijaya.

3.3 Research Instrument

In order to answer the research problems, the writer used two questionnaires. They were Foreign Language Classroom Anxiety Scale (FLCAS) and Willingness to Communicate (WTC) Scale. Both instruments are Likert scales (summated rating scale) which assess attitudes toward a topic by presenting a set of statements about the topic and asking respondents to indicate for each whether they strongly agree, agree, are undecided, disagree, or strongly disagree (Ary et al, 2002, p.224). The results from those instruments examine the hypotheses of the study. A hypothesis is an informed guess or prediction that indicates the researcher thinks the result will be before the result is carried out (McMillan, 1998, as cited in Castellan, 2010, p.6).

1. Foreign Language Learning Anxiety Scale is “a self-report measure which assesses the degree of anxiety, as evidenced by negative performance expectancies and social comparisons, psycho-physiological symptoms, and avoidance behaviour (Horwitz et al, 1986). It is the most commonly used tool for assessing Foreign Language Anxiety. This instrument was developed by Horwitz et al

(1986, p.129). The scale utilizes five-point Likert items ranging from strongly disagree (1), disagree (2), neutral (3), agree (4) to strongly disagree (5). High score on some items, or straightforward items, indicate high level anxiety, whereas high score on other items, or reverse-scored items, indicate low level anxiety. The items that the values were reversed; they are items number 2, 8, 11, 14, 18, 22, 28, 32.

The point scale change from strongly agree (1), agree (2), neutral (3), disagree (4) to strongly disagree (5). Horwitz (2008, as cited in Machida, 2006, p. 67) explained "For these items, you will need to switch your students' response. Fives should be scored ones, fours to twos, ones to fives, and twos to fours. Of course, 3's will not have to be switched". The score on these items should be reversed to indicate high anxiety. This instrument is used to measure the participants' anxiety level by adding up the 33 items. The result ranging from 33 to 165, the more the total number, the higher foreign language anxiety they have. Students who get more than 99 scores are categorized having high anxiety level. On the other hand, students who get less than 99 scores are categorized having low anxiety level. If the students have 99 scores, they are categorized having moderate anxiety level. The presented items reflect the types of anxiety. Items number 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32 indicate the communication apprehension anxiety. Items number 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, and 28 indicate the test anxiety. While number 2, 7, 13, 19, 23, 31 and 33 are the items indicating fear of negative evaluation.

2. The instrument for measuring the willingness to communicate is Willingness to Communicate Scale. The scale was designed by McCroskey (1992) as a direct measure of the respondent's predisposition toward appending or avoiding the initiation of communication. The scale measures the respondents' tendency to approach or to avoid initiating communication (McCroskey and Richmond, 1985). There are twenty items on WTC scales that include to four communication contexts and three types of receivers. Communication contexts refer to where communication takes place, while types of receiver refer to with whom a person wants to communicate. Four context types are group discussion (item number 8, 15, and 19), meetings (item number 6, 11, and 17), interpersonal (item number 4, 9, and 12), and public speaking (item number 3, 14 and 20), while three types of receiver are stranger (3, 8, 12, and 17), acquaintance (4, 11, 15, and 20), and friend (item number 6, 9, 14, and 19). From this questionnaire, we can measure the participant's willingness to initiate communication. The scores will range from 0 (never) to 100 (always). The participants are marked having high willingness to communicate when the total score is above 82, and having low willingness to communicate if the total score is fewer than 52 by finding the average of the sub scores for stranger, acquaintance, and friend.

The level of each context type and receiver type also has criteria as presented below:

Context type:

Group discussion >89 High WTC, <57 Low WTC

Meetings >80 High WTC, <39 Low WTC

Interpersonal conversations >94 High WTC, <64 Low WTC

Public Speaking >78 High WTC, <33 Low WTC

Receiver type:

Stranger >63 High WTC, <18 Low WTC

Acquaintance >92 High WTC, <57 Low WTC

Friend >99 High WTC, <71 Low WTC

Total WTC >82 High WTC, <52 Low WTC

3.4 Data Collection

In order to collect the data, the researcher did the following steps:

1. Distributing the Foreign Language Classroom Anxiety Scale (FLCAS).

The researcher gave five minutes for all students to read the points of questionnaire first.

2. Explaining how to fill the questionnaire related to some criteria of questionnaires. The subjects were assigned to respond with five alternative answers (5 = strongly agree, 4 = agree, 3 = neither agree or disagree, 2 = disagree, 1 = strongly disagree)

3. Giving 15 minutes for the participants to fill the questionnaire. The estimated time was considered enough to fill the questionnaire.

4. Collecting the FLCAS questionnaires.

5. Distributing the questionnaires of Willingness to Communicate (WTC) scale to students.
6. Giving explanation on how to fill the questionnaires.
7. Collecting the WTC questionnaire from the participants.
8. Informing the participants the result of the questionnaire would be kept and used for research purpose.

3.5 Data Analysis

After collecting the data from the participants, the researcher conducted several steps to analyze the data:

1. Inputting the data of FLCAS from questionnaire.
2. Inputting the data of WTC from questionnaire.
3. Finding the result of students' type of anxiety.
4. After finding the type of anxiety, researcher measured the anxiety level of students.
5. Calculating the correlation between students' anxiety and their willingness to communicate using SPSS 20.
6. Interpreting the results of correlation based on Pearson's correlation.

Pearson's correlation (r) that the coefficient of the correlation can change in value from +1.00 indicates a high positive correlation and value close to -1.00 indicates a high negative correlation. The negative and positive values indicate the direction of the relationship. If the coefficient is 0 (zero) means there is no correlation between two variables. The significance score (p) shows the significance of the

correlation. The correlation is significant if the score of $p < .05$. On the other hand, the correlation is not significant if the score of $p > .05$ (Sarwono, 2009).

In order to facilitate interpretation of the relationship between two variables, Sarwono (2009) gives the following criteria:

No	Coefficient Interval	Correlation
1	1	Perfect
2	$>0.75 - 0.99$	Very high
3	$>0.5 - 0.75$	High
4	$>0.25 - 0.5$	Sufficient
5	$>0 - 0.25$	Low
6	0	No correlation

7. Drawing conclusion based on the results of analysis.



CHAPTER IV

FINDING AND DICUSSION

This chapter consists of two sub chapters related to the problems of the study. First section presents the finding of the study, while second section is discussion. Finding is divided into three sections, they are finding of type anxiety, anxiety level, and correlation between foreign language anxiety and willingness to communicate belonged to English students of vocational program Universitas Brawijaya. The second section is discussion of the finding and the comparison between previous studies and the current study.

4.1 Finding

This section deals with the answer of three research problems. The findings of this study were achieved by distributing questionnaires of Foreign Language Classroom Anxiety Scale proposed by Horwitz et al (1986) and Willingness to Communicate Scale designed by McCroskey (1992). These questionnaires were also adopted by both previous studies. In this study, researcher found 67 students out of 71 students who filled the questionnaires due to their attendance. They were at first and third semester of English students of vocational program Universitas Brawijaya.

Findings are divided into three sections. First is finding related to the type of anxiety perceived by respondents. Second is finding about the anxiety level

they have. Third is correlation between students' anxiety and willingness to communicate.

4.1.1 Types of Anxiety Perceived by Respondents

The Foreign Language Anxiety Classroom scale consists of 33 statements aiming to assess communication apprehension, test anxiety, and fear of negative evaluations associated with language anxiety. This study is aimed to measure what types of anxiety perceived by respondents as formulated in the first research problem. In order to examine the types of anxiety perceived by students, the researcher measured the mean score of each anxiety type. The mean score of communication apprehension was from items number 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32. The result of test anxiety was obtained by measuring the mean score items number 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, and 28. Then, the result of fear of negative evaluation was obtained by assessing the mean score of items number 2, 7, 13, 19, 23, 31, and 33. The findings are described on the following tables:

Table 4.1 Fear of negative evaluation

Item	Statement	Mean
2	I don't worry about making mistake in language class.	2.81
7	I keep thinking that the other students are better at language than I am.	3.48
13	It embarrassed me to volunteer answers in my language class.	3.04
19	I am afraid that my language teacher is ready to correct every mistake I make.	3.27
23	I always feel that the other students speak the foreign language better than I do.	3.30
31	I am afraid that the other students will laugh at me when I speak the foreign language.	2.81
33	I get nervous when the language teacher asks questions which I haven't prepared in advance.	3.66
Overall mean score		3.19

Table 4.1 showed that the fear of negative evaluation got 3.19 mean score.

This score was the highest score compared to communication apprehension and text anxiety. The table also showed that the statement which got the highest score belonged to item 33. It stated “I get nervous when the language teacher asks questions which I have not prepared in advance”.

Table 4.2 Communication apprehension

Item	Statement	Mean
1	I never feel quite sure of myself when I am speaking in my foreign language class.	3.16
4	It frightens me when I don't understand what the teacher is saying in the foreign language.	3.07
9	I start to panic when I have to speak without preparation in language class.	3.60
14	I would <i>not</i> be nervous speaking the foreign language with native speakers.	2.91
15	I get upset when I don't understand what the teacher is correcting.	3.10
18	I feel confident when I speak in foreign language class.	2.64
24	I feel very self-conscious about speaking the foreign language in front of other students	3.16
27	I get nervous and confused when I am speaking in my language class.	3.00
29	I get nervous when I don't understand every word the language teacher says.	3.07
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	3.04
32	I would probably feel comfortable around native speakers of the foreign language.	2.79
Overall mean score		3.05

The table above presented the mean score of communication apprehension felt by respondents. The mean score was 3.05 and this score was at the second place. The statement which got the highest rank was item 9. It stated “I start to panic when I have to speak without preparation in language class”.

Table 4.3 Test anxiety

Item	Statement	Mean
3	I tremble when I know that I'm going to be called on in language class.	3.30
5	It wouldn't bother me at all to take more foreign language classes.	2.75
6	During language class, I find myself thinking about things that have nothing to do with the course.	3.01
8	I am usually at ease during tests in my language class.	2.81
10	I worry about the consequences of failing my foreign language class.	3.45
11	I don't understand why some people get so upset over foreign language classes.	2.81
12	In language class, I can get so nervous I forget things I know.	3.31
16	Even if I am well prepared for language class, I feel anxious about it.	3.04
17	I often feel like not going to my language class.	2.51
20	I can feel my heart pounding when I'm going to be called on in language class.	3.31
21	The more I study for a language test, the more confused I get.	2.70
22	I feel pressure to prepare very well for language class.	2.81
25	Language class moves so quickly I worry about getting left behind.	3.16
26	I feel more tense and nervous in my language class than in on the classes.	2.81
28	When I'm on my way to language class, I feel very sure and relaxed.	2.24
Overall mean score		2.95

Table 4.3 presented the result of test anxiety. This anxiety type got 2.95 mean score and belonged to the lowest score among anxiety types. Item 10 which stated "I worry about the consequences of failing my foreign language classes" was the highest score in anxiety type.

Based on this result, the hypothesis one (H1) which stated "The types of anxiety perceived by English students of vocational program Universitas Brawijaya are communication apprehension, test anxiety, and fear of negative evaluation" is accepted. It means respondents' had suffered from those anxiety types and had tendency to affect their English ability.

4.1.2 Anxiety Level Owned by Participants

This section answers the second research problem about anxiety level owned by English students of vocational program Universitas Brawijaya. In order to analyze the anxiety level, respondents were asked to fill the Foreign Language Classroom Anxiety Scale. The scale of questionnaire ranging from 1 (strongly disagree) to 5 (strongly agree). The data were analyzed by summing respondents' total score and calculating the mean score. The result is presented on the following table:

Table 4.4 Minimum and maximum score respondents' foreign language anxiety

	N	Minimum score	Maximum score	Mean Score
Score Valid N	67	68	132	100.12

Table 4.4 showed English students' anxiety level. The table presented N as the total respondents, who completed the questionnaires. It consists of 67 students from first and third semester. Based on the result, the minimum anxiety score owned by individual was 68, while the maximum anxiety score was 132. The average score of the total score for each respondent regarding to the level of anxiety was 100.12 score. By finding this result, the hypothesis two (H2) which stated "English students of vocational program Universitas Brawijaya have high anxiety" is accepted because the score indicated high anxiety level.

4.1.3 Correlation between Students' Anxiety and Willingness to Communicate

This study is aimed to examine the correlation between students' anxiety and willingness to communicate as mentioned on the third problem of the study.

Pearson Product Moment Coefficient Correlation was used to measure the correlation between the two variables. By using SPSS 20 software, the data was obtained as follow:

Table 4.5 Correlations between FLA and WTC

		FLCAS	WTC
FLCAS	Pearson Correlation	1	-.289*
	Sig. (2-tailed)		.018
	N	67	67
WTC	Pearson Correlation	-.289*	1
	Sig. (2-tailed)	.018	
	N	67	67

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.5 showed that the correlation value was $-.289$. According to Sarwono (2009), correlation value indicated that foreign language anxiety and willingness to communicate had sufficient correlation. However, it was found that the significance value was 0.018 which was less than 0.05 . Thus, by 95% of confidence value, it could be concluded that there was a negative sufficient correlation between two variables. The result presented negative correlation which indicated the contradictory relationship between variables. Based on this result, the hypothesis three (H3) was accepted because the result showed that there was a correlation between students' anxiety and their willingness to communicate.

In addition, researcher also found the result of willingness to communicate level, each context type level, and each receiver type level from respondents. This

result was found by measuring the mean score of willingness to communicate based on willingness to communicate norms scores.

Table 4.6 Context types mean score comparison

Category	Group Discussion	Meeting	Interpersonal Conversation	Public Speaking
Mean	57.4	46.2	48.2	55.4
Level	Moderate level	Moderate level	Low level	Moderate level

Context type norms score:

1. Group discussion (items number 8, 15, and 19)
>89 High WTC, <57 Low WTC
2. Meetings (items number 6, 11, and 17)
>80 High WTC, <39 Low WTC
3. Interpersonal conversation (items number 4, 9, and 12)
>94 High WTC, <64 Low WTC
4. Public Speaking (items number 3, 14, and 20)
>78 High WTC, <33 Low WTC

Table 4.6 showed the mean score of context type. According to the data, the group discussion, meeting, and public speaking were categorized as moderate level. While interpersonal conversation was categorized as low level since the score was less than 64 score.

Table 4.7 Receiver types mean score comparison

Category	Level of Stranger	Level of Acquaintance	Level of Friend
Mean	37.6	45.4	72.38
Level	Moderate level	Low level	Moderate level

Receiver type norms score:

- 1. Stranger (items number 3, 8, 12, and 17)
>63 High WTC, <18 Low WTC
- 2. Acquaintance (items number 4, 11, 15, and 20)
>92 High WTC, <57 Low WTC
- 3. Friend (items number 6, 9, 14, and 19)
>99 High WTC, <71 Low WTC

Table 4.7 presented the result of receiver types on willingness to communicate scale owned by respondents. Regarding to the norm of level WTC scale, level of friend was categorized as moderate level since it was more than 71 score and below 99 score. Similarly, level of stranger also categorized as moderate level. While level of acquaintance was categorized as low level since score for stranger was less than 57.

Table 4.8 Total of willingness to communicate score

Category	Mean score	WTC score
Stranger	37.6	51.79
Acquaintance	45.4	
Friend	72.38	

Norms of Willingness to Communicate score:

>82 High WTC, <52 Low WTC

Table 4.8 presented the mean score of willingness to communicate. It was found that the willingness to communicate score owned by participants was 51.79. This was found by computing the mean score of the stranger, acquaintance, and friend. According to norms for willingness to communicate score, this score is categorized as low level since the score was below 52 score. Meanwhile, the

willingness to communicate is considered high level if the score is above 82 score.

In conclusion, respondents were categorized as having low willingness to communicate.

4.2 Discussion

In this subchapter, there were three sections in accordance with the problems of the study. They were the discussion of anxiety types, anxiety level, and correlation between students' anxiety and willingness to communicate belonged to English Students of vocational program Universitas Brawijaya.

Researcher measured the mean score of participant from Foreign Language Classroom Anxiety Scale questionnaire in order to investigate the first and second research problems. For the third research problem, researcher used Pearson Product Moment Correlation.

4.2.1 Types of Anxiety Perceived by Respondents

Horwitz et al (1986) categorized anxiety into three varieties. First is communication apprehension which is the fear of getting into a real communication with others. Second is test anxiety which happens toward academic evaluation which makes students anxious about failing in test. Third is fear of negative evaluation which appears because learners are anxious about negative impression of people toward their performance.

The table below presented respondents' anxiety type stage based on means score from FLCAS.

Table 4.9 Overall mean scores of three categories of foreign language classroom anxiety.

Category	Overall mean	St. Dev	Rank
Negative Evaluation	3.19	0.419	1
Communication Apprehension	3.05	0.412	2
Test Anxiety	2.95	0.578	3

Table 4.9 presented the finding of foreign language anxiety type as the result of FLCAS filled by respondents. It showed that fear of negative evaluation got the highest score. Then it followed by communication apprehension and test anxiety. Even though the mean score of negative evaluation got the highest score, but communication apprehension and test anxiety cannot be neglected. Since the mean scores among three anxiety types were not too far, it could not be said respondents only experience the fear of negative evaluation. Thus, this finding needs to be discussed further. The researcher concluded that respondents experienced the fear of negative evaluation, test anxiety, and communication apprehension.

This study revealed that English students of vocational program Universitas Brawijaya suffered from fear of negative evaluation. The mean score for this anxiety type was 3.19. Fear of negative evaluation usually happens because learners are worry about getting negative judgement and impression from people around them. Eysenck (1979, as cited in McIntyre & Gardner 1994, p.287) stated that anxiety-arousal is associated with distracting, self-related cognition such as excessive self-evaluation, worry over potential failure, and concerns over

others' opinions. Learners may over-think about misspelling, bad performance, grammar errors, and many others. Not only coming from their assumption, but the role of peers and teachers can also be the source causing fear of negative evaluation. The feeling of being watched by people makes learners feels insecure, uncomfortable, and even unable to perform well. One of statements that indicated fear of negative evaluation was "I get nervous when the language teacher asks questions which I haven't prepared in advance" (Statement 33). This statement got the highest score in fear of negative evaluation. It seemed that students feel anxious that their teacher will evaluate their knowledge because they do not really understand what teacher asks. This finding is supported by some studies which found that fear of negative evaluation is the strong source of anxiety among foreign language learners (Kitano, 2001; Aydin, 2004). Hence, learners and teachers should not think little of fear of negative evaluation.

Communication apprehension deals with negative feeling to communicate with others. Although this anxiety type got the second place, the mean score was not too far from fear of negative evaluation score. It was 3.05 score. Item 9 which stated "I start to panic when I have to speak without preparation in language class" as the highest score in fear of negative evaluations, indicated that students wanted to avoid communication in classroom. McCroskey (1990) stated that communication apprehension can lower the desire to speak. If this anxiety type is not treated early, time to time it could affect their willingness to communicate with people. As English students who are prepared to have career related to English field, it is needed for them to have high desire to communicate with

people. Communication apprehension may occur when respondents are obliged to have discussion, interview, public speaking, and many others with people. This fear could negatively affect their performance. That is why learners need to handle this fear in order to achieve their best performance.

In the current study, it was found that test anxiety had the lowest score among English students of vocational program. The mean score was 2.95.

However, the mean score of test anxiety comparing to two types before was considered having small difference. It indicates that English students of vocational program also had burden in facing academic test. Usually learners who have this anxiety assume that no matter how hard they prepare for the test, it will not make them succeed on it. This feeling can make learners nervous in doing test. As a consequence, learners may not focus and it can be a reason they fail on the test.

From finding, it is showed that item 10 which stated "I worry about the consequences of failing my foreign language classes" got the highest score.

Comparing to the first previous study, Putri (2014) conducted her research by using both qualitative and quantitative method. She also analyzed the anxiety type perceived by participant. Contrary with this present study, previous study used qualitative method to measure what anxiety type owned by participants. She observed the anxiety type by seeing the characteristics of some high and low anxiety students from their speaking performance which conducted in classroom.

She found that high anxiety students tended to have more communication apprehension. It was characterized by students who were afraid of speaking test, confused in arranging some grammatical sentences, and difficult to deliver their

idea. Fear of negative evaluation also seemed from high anxiety students' performance. Students were afraid when their friends laughed at them when they made any mistakes. Meanwhile, low anxiety students were considered not afraid of making mistake and tried to reduce difficult words or concept.

The contradiction found in this present study and previous study is the method that writers use to measure the anxiety type perceived by participants.

Current study used quantitative method and involved all respondents. Hence, the result literally represented all the respondents of this study. In contrast, the writer on previous study used qualitative method to see the distinctions of anxiety types experienced by five low anxiety students and five high anxiety students from 56 XI grade students at SMAN 1 KRIAN. It means that the result may less represent the entire of participants on previous study because the writer only picked ten participants out of 56.

By finding the result, it is concluded that the hypothesis one (H1) which stated "The types of anxiety perceived by English students of vocational program Universitas Brawijaya are communication apprehension, test anxiety, and fear of negative evaluation" is accepted.

4.2.2 Anxiety Level Owned by Participants

The finding of the study regarding respondents' anxiety level revealed that English students of vocational program of Universitas Brawijaya had high level anxiety. It was indicated by the anxiety mean score which was 100.12 score.

Based on Foreign Language Classroom Anxiety Score by Horwitz et al (1998),

the score under 99 is indicated as low anxiety, the 99 score means moderate level, while high anxiety is indicated by having more than 99 score. Based on this result, the researcher's hypothesis of second research problem is accepted. It stated "English students of vocational program Universitas Brawijaya have high anxiety". This result is also similar with the first previous study conducted by Putri (2014). It found that XI students at SMAN 1 Krian also had high anxiety.

In current study, the respondents were chosen from college students who were majoring English as their major. It means that they had more frequency to learn and use English than other majors. Moreover, in Indonesia, English is taught since elementary school, junior high school, and also senior high school. It means they have learnt English for several years. In addition, English department students in vocational program were getting usual to be taught to use English in their college life. They speak English in classroom activities like conversation, discussion, and presentation. They got some subjects such as speaking for business communication, literal listening, tourist guiding, tourist information, advance English structure, and many others. It is supposed to be the reason English students have more confidence to use English. But, their anxiety level was categorized as high level.

The researcher presumed that there are some factors affecting respondents' high anxiety level in classroom, two of them are the role of peers and teachers.

Social support from teachers and peers are important components that may lead to the classroom atmosphere. From teachers' role, manners and method can be the two important things influence learners' anxiety. Manners from teacher in errors

correcting sometimes feel intimidating by learners. This leads to the fear of negative evaluation from teachers. Aida (1994) stated that there is relationship between students' anxiety levels and teachers' personalities and behaviours (as cited in Bekleyen, 2004, p.51). She also found that teachers' harsh method in teaching affects the classroom atmosphere of terror and makes learner feel anxious and afraid. Hence, teachers' roles in classroom have big contribution to students' anxiety level. Similarly, Young (1990) found that instructor's characteristics such as non-harsh attitude toward error correction, a positive, friendly, and relaxed general attitude toward students can reduce students' anxiety.

Besides teachers, the existence of peers also influences one's anxiety level. Young (1990) revealed that students feel most anxious when they have to speak in front of their peers using the language that they do not usually use. This condition leads to the communication apprehension. Anxiety also happens when there is competitiveness among students. As students assume that there are students who are categorized as best students in classroom, they will compare their ability to them and feel that best students do better performance than them. Moreover, they can assume that the ability of those students is the ideal performance while theirs are not.

According to MacIntyre & Gardner (1994), students with high anxiety would find difficulty to express their own idea and tend to underestimate their own ability. This finding is supported by study from by Liu (2006) who found that there was no significant anxiety difference among beginning, intermediate, and

advanced English foreign learners, and also study from Pichette (2009) who revealed that there is no difference anxiety between first semester students and their more experience peers (as cited in Tóth, 2011, p.40). This indicates that anxiety perceived by learners is not merely caused by how long learners learning English and on what stage they are. Similarly, Tóth (2011) found that foreign language anxiety is not restricted to the early, beginning stages of language learning.

By finding this result, the researcher's hypothesis two (H2) which stated "English students of vocational program Universitas Brawijaya have high anxiety" is accepted. Since this study revealed the respondents who were college students experienced high anxiety, it is better to overcome this situation as early as possible. It needs the improvements of social relationship in classroom between students and their peers, and also between students and teachers.

4.2.3 Correlation between Students' Anxiety and Willingness to Communicate.

This section discusses about how the correlation between students' anxiety and willingness to communicate. In order to analyze the data, the researcher used Foreign Language Classroom Anxiety and Willingness to Communicate questionnaire and distributed them to respondents.

By using SPSS 20 software, the finding is presented on the following table:

Table 4.10 Correlations between FLA and WTC

		FLCAS	WTC
FLCAS	Pearson Correlation	1	-.289*
	Sig. (2-tailed)		.018
	N	67	67
WTC	Pearson Correlation	-.289*	1
	Sig. (2-tailed)	.018	
	N	67	67

*. Correlation is significant at the 0.05 level (2-tailed).

Sarwono (2009) described the interpretation of coefficient correlation as follows:

1. 1 = Perfect
2. >0.75 – 0.99 = Very high
3. >0.5 – 0.75 = High
4. >0.25 – 0.5 = Sufficient
5. >0 - 0.25 = Low
6. 0 = No correlation

This study is aimed to report the correlation between foreign language anxiety and willingness to communicate among English students of vocational program Universitas Brawijaya. The finding revealed that there was a correlation between foreign language anxiety and willingness to communicate perceived by English students of vocational program Universitas Brawijaya. It is indicated by finding the result of significance value (p) which was 0.018. According to Sarwono (2009), the correlation between two variables is significant when the significance score (p) is below 0.05. On the other hand, there is no significant correlation if the score of p is more than 0.05.

According to the result, the coefficient correlation score was -0.289.

According to Sarwono (2009), the coefficient correlation was -0.289 indicated as sufficient correlation (>0.25 - 0.5). Hence, the hypothesis three (H3) which stated

“There is a correlation between anxiety levels and willingness to communicate of English students of vocational program Universitas Brawijaya” is accepted. In addition, the result was negative; it indicated the relationship between variables was contradictory. It occurred when variable X was up, and then variable Y was down, and vice versa. In this study, X represented foreign language anxiety, while Y represented willingness to communicate.

Based on this result, it was concluded that there was a sufficient negative correlation between foreign language anxiety and willingness to communicate.

This finding is supported by McCroskey and Richmond (1982) who stated that willingness to communicate has tendency affected by individuals' anxiety.

Willingness to communicate is considered as achievement in learning language.

As Horwitz et al (1986) stated that students who do not have believe in themselves and what they are saying would think that they are incapable of building good impression. When learners are able to speak in classroom, it means they have ability to raise their confidence and do not feel intimidating of peers or teachers' judgments.

This research has contrast between present study and two previous studies.

In current study, researcher focused on identifying the anxiety level and its correlation with the willingness to communicate. First previous study conducted by Putri (2014) was to reveal the correlation between students' anxiety and speaking performance. On the other hand, the second previous study conducted by Mahdi (2014) correlated the personality traits and willingness to communicate.

However, the questionnaire adopted by this study was same with two previous studies.

The finding of current study also showed how willingness to communicate perceived by respondents. Willingness to communicate scale was designed that includes items related to three types of receivers and types of communication context. Types of receiver refers to whom a person willing to communicate. They are friends, acquaintances, and strangers. Furthermore, there are also four communication context types. They are public speaking, talking in meetings, talking in small group, and interpersonal. This refers to where communication takes place.

In receiver type, English students of vocational program were found to have more willingness to communicate with friends and strangers rather than acquaintances. It was because the mean score of friend and stranger were categorized as moderate level, while acquaintance was low level. By seeing this result, it is needed for respondents to increase their desire to speak since the category among three receiver types are not at high level. As English students, having willingness to communicate with people around them is important. This capability is important for their career because they will have interaction with new people. Comparing to the second previous study, it was found that participants from King Khalid University had greater willingness to communicate with friends.

In context type, present study found that respondents had more willingness to communicate in group discussion, meeting, and public speaking while the

second previous study found that participants more willing to communicate in interpersonal conversation. However, if these scores are referred to the WTC scale criteria, all of context types were categorized as moderate level. Thus, although interpersonal conversation got the highest score, it does not mean they really have high willingness to communicate on that situation. However, the findings can be a tool for learners or lecturers to create learning strategies to increase the speaking competence.

In this study, the researcher also found the level of willingness to communicate of respondents. The score was got by measuring the mean score of receiver type sub score. The mean score of willingness to communicate was 51.79. Regarding the willingness to communicate scale criteria, this score indicated low level since it was less than 52 score. In conclusion, respondents in current study had low level of willingness to communicate.

As English students, it is necessary to have high desire to communicate.

This is the basic thing they will use to work in the future. Based on current study, it was found that willingness to communicate can be affected by apprehension. It is needed for learners to have less pressure circumstances in classroom to reduce their anxiety, in hope that it will stimulate their willingness to communicate in English.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the conclusion of the study based on the findings that have been discussed in the previous chapter and also suggestions for learners, teachers or lecturers, and also the next researchers.

5.1 Conclusion

Based on findings as already discussed before, researcher pointed up some conclusions. First, English students of vocational program Universitas Brawijaya experienced the three types of anxiety. They are the fear of negative evaluation, test anxiety, and communication apprehension. According to mean score of each anxiety type, the fear of negative evaluation got the highest score. It means, respondents had worried when they were asked to speak English in front of classroom because they thought that others' would judge them negatively. However, other anxiety types cannot be neglected because the mean scores were not too far. Communication apprehension toward people makes learners avoid the communication situation. Then, the test anxiety could affect the learners not focus during the test. That is why researcher concluded that respondents experienced three types anxiety. They are fear of negative evaluation, communication apprehension, and test anxiety. This result accepted the hypothesis one (H1).

Second, this study found the anxiety level perceived by respondents was high. It seemed from their total score which was 100.12. According to Horwitz et al (1986) this score is categorized as high anxiety. This result is in accordance

with the researcher's hypothesis. Learners who have high anxiety usually feel burden in language learning process and tend to have low desire to speak. By seeing this study, the researcher concluded that anxiety is not merely caused by how long learners learn the foreign language. This study showed that even English college students also felt high anxiety. The researcher also presumed that this level is affected by the role of peers and teachers. This result accepted the researcher's hypothesis two (H2) on second research problem which stated respondents have high anxiety level.

Third, current study found that foreign language anxiety and willingness to communicate have negative sufficient correlation. It showed that the correlation between two variables existed in the level of sufficient level. The correlation was negative. It means that the score of students anxiety and willingness to communicate is contradictory. When anxiety score is up, then the score of willingness to communication is down. This finding accepted the researcher's hypothesis three (H3) which stated "There is a correlation between students' anxiety and their willingness to communicate of English students of vocational program Universitas Brawijaya.

In addition, the researcher found the result from willingness to communicate scale. This study revealed that respondents had no high willingness to communicate with three receiver types and four context types. In receiver types, it was found that respondents had moderate level in communicating with friend and stranger, while low level for acquaintance. In context type, this study found respondents had moderate level in group discussion, meeting, and public speaking, while low level in interpersonal conversation. Overall, the score of

willingness to communicate of respondents is categorized as low level since it is less than 52 score. It is important for English students to have high willingness to communicate in order to prepare their performance for their career in English field. Thus, effective strategies are needed to stimulate their willingness to communicate.

5.2 Suggestion

This present study raises some suggestions for students, lecturers, and next researcher. First, for students who experience anxiety should not feel discourage or frustration. Those who have anxiety do not mean they cannot be successful learners. Therefore, they should consider it. They need to increase their effort to find strategies to ease their feeling in learning language and not to negatively affect their willingness to communicate.

Second, for lecturers, they have role to help students to deal with anxiety feeling. This present study gives real data about their students' anxiety and its impact to the willingness to communicate. They can develop their teaching strategies which can be used to reduce students' anxiety and stimulate their willingness to communicate. It is necessary to create cheerful and less stressful atmosphere in classroom.

Third, for the next researcher, it is needed to have other research dealing with another variable that can affect the willingness to communicate. It is better to conduct research about it since learners need to improve the awareness of having good ability in speaking English. They can use one of five antecedents from McCroskey (1990) that lead to different level of willingness to communicate. For

instance, how cultural diversity affect a person's willingness to communicate. The researcher realizes that this study is far from being perfect. That is why the researcher hopes that next research related to the topic of this study can give a broader view in foreign language learning.



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UNIVERSITAS BRAWIJAYA

APPENDICES



Appendix 1. Surat Permohonan Ijin Penelitian



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS BRAWIJAYA

FAKULTAS ILMU BUDAYA

Jalan Veteran Malang 65145, Indonesia, Telp. +62341- 575875, Fax. +62341- 575822
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Nomor : 2305/UN10.12/AK/2015
Lampiran : 1 (satu) lembar
Perihal : Permohonan Ijin Penelitian

23 OCT 2015

Yth. Ketua Program Vokasi
Jalan Veteran
Malang, Jawa Timur

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara:

Nama : Murtiningsih
NIM : 125110100111060
Semester : VII (Tujuh)
Program Studi : S1 Sastra Inggris

diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul:

"STUDENTS' ANXIETY AND ITS CORRELATION WITH THE WILLINGNESS TO COMMUNICATE OF ENGLISH STUDENTS OF VOCATIONAL PROGRAM UNIVERSITAS BRAWIJAYA"

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.

Dekan,



Prof. Ir. Ratya Anindita, M.S., Ph.D.
NIP. 19610908 198601 1 001

Appendix 2. Surat Pernyataan



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS BRAWIJAYA

FAKULTAS ILMU BUDAYA

Jalan Veteran Malang 65145, Indonesia, Telp. +62341- 575875, Fax. +62341- 575822
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Surat Pernyataan

Saya, yang bertandatangan di bawah ini:

Nama : Murtiningsih
NIM : 125110100111060
Semester : VII (Tujuh)
Program Studi : S1 Sastra Inggris

dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi Program S1 saya yang berjudul:

"STUDENTS' ANXIETY AND ITS CORRELATION WITH THE WILLINGNESS TO COMMUNICATE OF ENGLISH STUDENTS OF VOCATIONAL PROGRAM UNIVERSITAS BRAWIJAYA"

akan menjaga kerahasiaan data yang saya peroleh dan jika terjadi penyalahgunaan terhadap data tersebut, saya bersedia untuk ditindak sesuai dengan hukum yang berlaku di Indonesia.

Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku.

Tanggal pernyataan: 21 Oktober 2015

Yang membuat pernyataan;



Murtiningsih
125110100111060

Mengetahui:

Dekan



Prof. Ir. Ratya Anindita, M.S., Ph.D.
NIP. 19610908 198601 1 001

Ketua Program Studi
S1 Sastra Inggris



Yusril Fajar, M.A.
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Appendix 3. Surat Jawaban Ijin Penelitian



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS BRAWIJAYA
 PROGRAM PENDIDIKAN VOKASI

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<http://vokasi.ub.ac.id> e-mail: vokasi@ub.ac.id

Nomor : 2350 /UN10.15/AK/2015

Lampiran :

Hal : Jawaban Permohonan Ijin Penelitian

04 NOV 2015

Kepada : Yth. Dekan
 Fakultas Ilmu Budaya
 Universitas Brawijaya

Menindaklanjuti Surat dari Dekan Fakultas Ilmu Budaya, Nomor: 2395/UN.10.12/AK/2015, tanggal 23 Oktober 2015 tentang Permohonan Ijin Penelitian, dengan ini disampaikan bahwa prinsipnya kami tidak keberatan menerima mahasiswa tersebut dalam surat untuk melaksanakan penelitian di tempat kami.

Demikian atas perhatian dan kerjasamanya, diucapkan terima kasih.



Ketua,
 Wakil Ketua Bidang Akademik

Dr. Jr. Agus Soeprijanto, MS
 NIP. 195908071986011001

Tembusan Kepada Yth :

1. Ketua Pendidikan Vokasi UB (sebagai laporan)
2. Arsip

Appendix 4. Foreign Language Classroom Anxiety Scale

Name _____

FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE

(Horwitz et al, 1986)

Directions:

This section contains items that may reflect your feelings about your English class. Please read each item and indicate whether you (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree.

No	Situations	Score				
		1	2	3	4	5
1	I never feel quite sure of my self when I am speaking in my foreign language class.					
2	I don't worry about making mistake in language class.					
3	I tremble when I know that I'm going to be called on in language class.					
4	I frightens me when I don't understand what the teacher is saying in the foreign language					
5	It wouldn't bother me at all to take more foreign language classes.					
6	During language class, I find myself thinking about things that have nothing to do with the course.					
7	I keep thinking that the other students are better at language than I am.					
8	I am usually at ease during tests in my language class.					
9	I start to panic when I have to speak without preparation in language class.					
10	I worry about the consequences of failing my foreign language class.					
11	I don't understand why some people get so upset over foreign language classes.					
12	In language class, I can get so nervous I forget things I know.					
13	It embarrassed me to volunteer answers in my language class.					
14	I would <i>not</i> be nervous speaking the foreign					

	language with native speakers.				
15	I get upset when I don't understand what the teacher is correcting				
16	Even if I am well prepared for language class, I feel anxious about it.				
17	I often feel like not going to my language class.				
18	I feel confident when I speak in foreign language class.				
19	I am afraid that my language teacher is ready to correct every mistake I make.				
20	I can feel my heart pounding when I'm going to be called on in language class.				
21	The more I study for a language test, the more confused I get.				
22	I feel pressure to prepare very well for language class.				
23	I always feel that the other students speak the foreign language better than I do.				
24	I feel very self-conscious about speaking the foreign language in front of other students,				
25	Language class moves so quickly I worry about getting left behind.				
26	I feel more tense and nervous in my language class than in other classes.				
27	I get nervous and confused when I am speaking in my language class.				
28	When I'm on my way to language class, I feel very sure and relaxed.				
29	I get nervous when I don't understand every word the language teacher says.				
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.				
31	I am afraid that the other students will laugh at me when I speak the foreign language.				
32	I would probably feel comfortable around native speakers of the foreign language.				
33	I get nervous when the language teacher asks questions which I haven't prepared in advance.				

Appendix 5. *Willingness to Communicate Scale*

Name _____ :

WILLINGNESS TO COMMUNICATE SCALE

(McCroskey, J.C, 1992)

Directions: Belows are 20 situations in which a person might choose to communicate or not communicate. Indicate the percentage of times you would choose to communicate in each situation. The score ranges from 0 (never) to 100 (always).

NUMBER	SITUATIONS	SCORE
		0 (never)–100(always)
1	Talk with a service station attendant.	
2	Talk with a physician.	
3	Present a talk to a group of strangers.	
4	Talk with an acquaintance while standing in line.	
5	Talk with a salesperson in a store.	
6	Talk in a large meeting of friends	
7	Talk with a police officer.	
8	Talk in a small group of strangers.	
9	Talk with a friend while standing in line.	
10	Talk with a waiter/waitress in a restaurant.	
11	Talk in a large meeting of acquaintances.	
12	Talk with a stranger while standing in line.	
13	Talk with a secretary.	
14	Present a talk to a group of friends	
15	Talk in a small group of acquaintances.	
16	Talk with a garbage collector	
17	Talk in a large meeting of strangers.	
18	Talk with a spouse (or girl/boyfriend).	
19	Talk in a small group of friends.	
20	Present a talk to a group of acquaintances.	

Scoring:**CONTEXT TYPE**

Group Discussion : Add scores for items 8, 15, & 19; then divide by 3.

Meetings : Add scores for items 6, 11, 17; then divide by 3.

Interpersonal : Add scores for items 4, 9, 12; then divide by 3.

Public Speaking : Add scores for items 3, 14, 20; then divide by 3.

RECEIVER TYPE

Stranger : Add scores for items 3, 8, 12, 17; then divide by 4.

Acquaintance : Add scores for items 4, 11, 15, 20; then divide by 4.

Friend : Add scores for items 6, 9, 14, 19; then divide by 4.

To compute the total WTC score, add the sub scores for stranger, acquaintance, and friend. Then divide by 3.

All scores, total and sub-scores, will fall in the range of 0 to 100

Norms for WTC Scores:

Group discussion >89 High WTC, <57 Low WTC

Meetings >80 High WTC, <39 Low WTC

Interpersonal conversations >94 High WTC, <64 Low WTC

Public Speaking >78 High WTC, <33 Low WTC

Stranger >63 High WTC, <18 Low WTC

Acquaintance >92 High WTC, <57 Low WTC

Friend >99 High WTC, <71 Low WTC

Total WTC >82 High Overall WTC, <52 Low Overall WTC

Appendix 6. Berita Acara Bimbingan Skripsi

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Murtiningsih
2. NIM : 125110100111060
3. Program Studi : Sastra Inggris
4. Judul Skripsi : Students' Anxiety and Its Correlation With The Willingness to Communicate (A Case Study of English Students of Vocational Program Universitas Brawijaya)
5. Tanggal Mengajukan : 22 September 2015
6. Tanggal Selesai Revisi : 1 Juni 2016
7. Nama Pembimbing : Yana Shanti Manipuspika, M. App.Ling
8. Keterangan Konsultasi :

No	Tanggal	Materi	Pembimbing	Paraf
1	22 September 2015	Pengajuan Judul	Pembimbing I	
2	23 Oktober 2015	Konsultasi I	Pembimbing I	
3	4 November 2015	Revisi Bab I, II, dan III	Pembimbing I	
4	10 Desember 2015	Revisi Bab I, II, dan III	Pembimbing I	
5	16 Desember 2015	Revisi Bab I, II, dan III	Pembimbing I	
6	17 Desember 2015	ACC Seminar Proposal	Pembimbing I	
7	21 Desember 2015	Seminar Proposal	Pembimbing I	
8	29 Desember 2015	Revisi Bab I-III Setelah seminar proposal	Pembimbing I	
9	22 Maret 2016	Konsultasi II	Pembimbing I	

10	30 Maret 2016	Revisi Bab IV dan V	Pembimbing I
11	6 April 2016	Revisi Bab IV dan V	Pembimbing I
12	8 April 2016	ACC Seminar Hasil	Pembimbing I
13	14 April 2016	Seminar Hasil	Pembimbing I
14	21 April 2016	Revisi Bab 1-V	Pembimbing I
15	29 Mei 2016	ACC Ujian Skripsi	Pembimbing I
16	13 Mei 2016	Ujian Skripsi	Pembimbing I
17	24 Mei 2016	Revisi Skripsi	Pembimbing I
18	1 Juni 2016	ACC Jilid Skripsi	Pembimbing I

9. Telah dievaluasi dan diuji dengan nilai :



Malang, 1 Juni 2016

Mengetahui

Ketua Jurusan Bahasa dan Sastra,

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