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Universitas Brawijaya Murtiningsih, 2016. Students Anxiety And Its Correlation With The Sitas Brawijay 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. \*Universitas Brawijaya Universitas Universi Keywords: Anxiety, Foreign Language Classroom Anxiety, Willingness to leas Br 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, ers there are many factors hinder learner to acquire the English language. One of the B Universithem is anxiety. It is important to conduct research about anxiety since it has it as Brawijaya potential to negatively affect the foreign language proces. This feeling leads them hesitate to communicate. Learners need to improve their willingness 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 level of willingness to communicate. Si reveals that there is a sufficient negative correlation between students' anxiety and sit as B 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, futures tas 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. Universitas Brawijaya Universitas Brawijwya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Branchak 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. ersi Pembimbing: Yana Shanti Manipuspika.aya Universitas Brawijaya : Kecemasan, Kecemasan Berbahasa Asing di Ruang Kelas, Kata Kunci Kemauan Berkomunikasi ersitas Br Komunikasi merupakan alat utama untuk berinteraksi. Sangat pentingsitas B 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 sitas Br 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 las 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 Universi Classroom Anxiety (FLCAS) dan Willingness to Communicate (WTC) scale. Versitas Brawijay menemukan responden memiliki Peneliti bahwa kecemasansitas berkomunikasi, kecemasan dalam ujian, dan kecemasan terhadap evaluasi negatif. Penelitian ini juga menunjukan 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 ersi menyenangkan dan mengurangi tekanan di dalam kelas. Hal ini perlu dilakukansi las Brawijayi demi mendorong kemauan berkomunikasi pelajar. Kemudian, peneliti selanjutnya itas 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. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaiya Universitas Brawijaya

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Universitas Brawijaya **Universitas Brawijava** Universitas INTRODUCTIONersitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brain this chapter, the researcher presents the background of the study, sitas Brawijaya tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya problems of the study, objectives of the study, and definition of key terms. Universitas Brawijaya Universit 1.1 Br Background of the Study Universitas Brawijay
Communication is primary tool to interact with people. Universitglobalization era, the ability to speak English is urgency since it is international Sitas Brawijay 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 Universi that is being talked. AEC is proclaimed to be prevailed on 2016. This economysitas Brawijaya system gives an opportunity to neighbouring countries in Southeast Asia to Universit distribute their goods and services into Indonesia. The possibility of best foreign Sitas Brawijaya Universi graduated students shifting the existence of Indonesian student is getting bigger. Sit Universities That is why in order to face this economy system, Indonesia generations at least Universitieed to have good ability in speaking English to compete with them.sitas Brawijaya Unfortunately, it is not easy to master English because many factors affect g it. Universitas Brawijaya Universitas BraThe role of English in Indonesia is as a foreign language. English assitas Brawijaya Universitas Brawijaya Universituse English for communication. However, there are some factors that hinder the Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya foreign language acquisition. Spielberger (1983, as cited in Horwitz et al, 1998, p. s. 125) defines anxiety as the subjective feeling of tension, apprehension and worry Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit associated with an arousal of the autonomic system. It is all about negative Universi situation learners face during learning process that may prevent them learning language successfully. According to Wen & Clement (2003) and Peng (2007) (as Universificated in Alemi et al 2011, p.152), there are factors that are identified as the itas B Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas determinant of L2 use among Chinese University Students. They are Universit communicative competence, language anxiety, risk taking, learners' beliefs, Universitelassroom 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 versi negatively affect foreign language learning process. Anxiety leads students to besi afraid of making mistake in speaking. Thus, it makes them hesitate to Universit 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. Universitas Bran order to learn language, the students must talk, and that progress is it as Br hardly possible if the students are passive in speaking activity (Savignon, 2005; Swain, 1998; Shehan,1989; as cited in Malgorzata Baran-Lucaz 2014, Universitas Brawijaya Universitas Brawijaya Universi MacIntyre also (1998, p.547) explains that:a Universitas Brawijava wijaya Universitas Brawijaya Universitas Brawijaya 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 Universities Bravin language students the willingness to seek out communication Universitas Bra opportunities and willingness actually to communicate them. A Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brayproper objective for L2 education is to create willingness to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Brawijava Universitas Brawijava Universitas Brawijava Univer Consequently, students need to involve in speaking activity in classroom Universi because the more they practice, the more they have opportunity to have a goodsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University learners because it is their achievement in learning language. By the time, their states Universitstrong willingness to communicate supports their communication ability. A study it as from Wang (2014) shows that Chinese learners have difficulty in speaking because their teachers dominate the communication and give few chances for Universi 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, Universithey tend to be quiet. Every learner has different level of willingness to communicate depending Universition several variables that may influence willingness to communicate, such as sitas universi communication apprehension and communicative competence. McCroskey and Richmond (1982) state "shyness" is an individual predisposition that can lower a University person's willingness to communicate. It means anxiety is one of the predictors sitas Brawijaya affecting the willingness of communication. Universitas Bray A study from Muamaroh and Prihartanti (2013) describes Indonesian Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University student's willingness to actively engage in English language learningsitas Brawijaya and their self-reported anxiety levels. Their study shows there is a correlation between language anxiety and willingness to communicate. This study also shows Universi that the level of willingness to communicate from the participants is low, while Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitate anxiety they have is on moderate level. More than half (68%) of their sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi participants shows that students' anxiety affect the willingness to communicate, itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya while 12% of participants does not show the correlation.
itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraThis present study is aimed to report the result of observation how the sitas BraThis present study is aimed to report the result of observation how the sitas BraThis present study is aimed to report the result of observation how the sitas BraThis present study is aimed to report the result of observation how the sitas BraThis present study is aimed to report the result of observation how the sitas BraThis present study is aimed to report the result of observation how the sitas BraThis present study is aimed to report the result of observation how the sitas BraThis present study is aimed to report the result of observation how the sitas BraThis present study is aimed to report the result of observation how the sitas BraThis present study is a situation of the sitas BraThis present study is a situation of the sitas BraThis present study is a situation of the sitas BraThis present study is a situation of the sitas BraThis present study is a situation of the sitas BraThis present study is a situation of the situation of the sitas BraThis present study is a situation of the situation Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Brawijay Universit affects their willingness to communicate. In order to answer the research Br Universit questions, this study is conducted by using two instruments, which are Foreign it as Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al (1986) dersit and Willingness to Communicate (WTC) scale by MacIntyre et al (1998). Universitas Brawijaya The English students of vocational program Universitas Brawijaya are chosen as the participants of the study under some considerations. First, the Universit researcher chooses them as participants because in Brawijaya University, Englishsitas program is not only in Faculty of Cultural Studies, but also in vocational program. English students of vocational program are considered as the appropriate Brawijaya universi 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 Universitave more frequency to learn English comparing to other students from othersitas Br majors. It is important to know how anxiety level, type of anxiety, and the sitas Br correlation between their anxiety and their willingness to communicate since these rsitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universitas Br Universi relate to their career after graduating. Second, there were already many researchs it as conducted in Faculty of Cultural Studies, this research wants to give contribution to vocational program by conducting research and using English students as Universitas Brawijaya Universitas Brawijaya University participants. Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya rawijaya Universitas Br H<sub>0</sub>: av There is no correlation between students' anxiety and inhesitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya. **Universitas Brawijaya Universitas Brawijaya** Universitas Braw Universitas Br Definition of Key Terms Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** There are three important terms used in this study, those are Universit Iniversitas Brawijaya 1. Anxiety: Anxiety is worry or negative reaction aroused when learning sitas Brawijaya rawijaya or using second language (Young, 1991). Willingness to Communicate (WTC): The tendency to engage insitas Brawijaya rawijaya communication, being given a free choice to do so (McCroskey and rawijaya Baer, 1985). English Students of Vocational Program: Active students who are stras Brawijaya majoring English in vocational program at Universitas Brawijaya, Universitas Braw Malang. **Universitas Brawij** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas Brawijaya The researcher is going to review some theories which have relation Universitas Brawijaya Universitas Brawijaya	niversitas Brawijay
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rawijaya	Universitas Brawi Second language acquisition is a scientific discipline studying about	niversitas Brawijay
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rawijaya	Universit someone acquires a language outside his or her mother tongue. Learning a s	
rawijaya		Iniversitas Brawijay
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rawijaya	University of cultures that can make up their global community. According to	o Gass
rawijaya	oniversity 2	ilversitas brawijay
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rawijaya	another language after learning the native language. As the name "s	niversitas Brawijay
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rawijaya	Universitanguage" suggests second language can refer to any language learned after Universitas	er firstsitas Brawijay Iniversitas Brawijay
rawijaya	Universi language is learned, either in class room as well as in more "natural" exp	posure <sub>sitas</sub> Brawijay
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rawijaya	Universitas Braccording to Krashen (1981), there are five hypotheses in Is	
rawijaya	Universitas Brawiik Wijaya U	Iniversitas Brawijay
rawijaya	Universitlanguage acquisition. They are acquisition-learning hypothesis, m	onitorsitas Brawijay
rawijaya	University hypothesis, natural order hypothesis, input hypothesis, and affective	niversitas Brawijay
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**Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Rra Universitas Bramer are two ways to develop the second language, they are learning and sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitacquiring. Acquisition involves the subconscious acceptance of knowledge where sitas information is stored in the brain through the use of communication. This is the University process used for developing native languages. Learning, on the other hand, is the sitas Brawijaya Universitas Brawijaya Universites Brawijaya Universitbs BraMonitor hypothesis Universitas Brawi People will monitor the language in order to produce proper words or Universitisentence. This hypothesis explains how acquisition and learning are used. The Sitas Brawijaya Universi acquisition system initiates an utterance and the learning system monitors the utterance to inspect and correct errors. The monitor has function in a planning, Universitediting, and correcting when these three specific conditions are met. Natural order hypothesis It is related to the structure of language that can be acquired in a sitas Brawijaya Universi predictable order. For any given language, certain grammatical structures are acquired early while others are acquired later in the process. This hypothesis Universit suggests that this natural order of acquisition occurs independently of deliberatesitas Brawijaya teaching and therefore teachers cannot change the order of a grammatical teaching Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bramijaya Universitas Brawijaya Universi hypothesis explains that students' acquisition occurs when they receive the Brawijaya University message that they can understand and contains i + 1, which 'i' here represents the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

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rawijaya	Universite level that students have acquired and '+1' is a metaphor for language that	at is just a	Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya One obstacle that manifests itself during language acquisition Universitas Brawijaya Universitas Brawijaya	on is the Universitas	Brawijay
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rawijaya	Universitaffective filter hypothesis, affective variables play a role in language ac	quisition sitas	Brawijay
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rawijaya	Universithe filter is down, it benefits to language acquisition. Studies place	the three sitas	Brawijay
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rawijaya	Universi categories of affects. They are motivation, self-confidence, and		
rawijaya	Universi Performers who have high motivation usually do better in second	language	Brawijay
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rawijaya	University acquisition. Performers who have high self confidence also tend to do	better insitas	Brawijay
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rawijaya	second language acquisition. Similarly, performers with low anxiety		
rawijaya	Universit more conducive condition to second language acquisition.	Universitas	
rawijaya	Universitas	Universitas	Brawijay
rawijaya	Universities. This study aims to analyze the factors that can affect language		
rawijaya	Universities P goal in learning second language, which are anxiety and its correlation	with the	Brawijay
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Universitas Brawijaya Universitas Universitas Br The term "anxiety" has some meanings depending on what area it is used. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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 University p.1520). From science behaviour perspective, Wolman (1989) defines anxiety as asit as Bra Universitas Brawijaya (as cited in Huang, 2012, p.1520). Universitas Br Anxiety also has close relationship with foreign language; it is called foreign language anxiety. Anxiety is a subjective feeling of tension, apprehension, lers inervousness, and wrong associates with an arousal of the autonomic nervous Br (Spielberger, 1983, as cited in Horwitz et al, 1998, p. 125). Similarly, Young (1991) defines foreign language anxiety as "worry and negative emotional Universi reaction aroused when learning or using a second language" (p.27). It means that sit as when learners are trying to explore their language, there is a feeling that makes Universithem not confident in doing it, called anxiety. Sometimes, that feeling affects their sitas Brawijaya readiness to speak up, even make them doing some mistakes in grammar, spelling and pronouncing some English words. Universitas Br Foreign language anxiety is a kind of mental problem that may not easily detected and can affect the goal of learning language. This feeling is very Universit common for language learners who are learning language. Many researchers have ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi found that foreign language anxiety has potential effect on the target languages it as 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, las Blawlay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya and learning (MacIntyre & Gardner, 1994, p.283).versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Anxiety in foreign language may prevent them from performing Universit successfully in learning language. Study from Liu (2007) shows that Chinese Study Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University students experience anxiety when they have a single performance such assitas Brawijaya versitas Brawijava Universitas Brawijava Universitas Brawijava Universitas presentation in English class. It causes the students have lack of vocabulary, low versitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava rawijaya Universit English proficiency, and have memory disassociation sitas Brawijaya Universitas Brawijaya Universit different. Anxiety comes up in certain situation. There are three kinds of foreign Sitas Brawijaya Universi language anxiety based on Horwitz et al (1986), they are communicative las Brawijaya apprehension, test anxiety, and negative evaluation. Universita. S Communication Apprehension Universit Communication apprehension is one kind of shyness characterized by fear stas Brawijaya of communicating with people. This type of anxiety can hinder learners to Universi communicate with society. They usually avoid communicating with peoplesitas Brawijaya because they are not comfortable when expressing something in front of people. Universit This type of anxiety usually makes learners unable to communicate correctly or sitas Brawijaya Universitunderstand what people say. In classroom, quiet students may regard as goodsitas Brawijaya students. However, there are quiet students who have communication Universit apprehension. This makes them have less frequency to respond and participate insitas Brawijaya Universi communication. Universitas Brawijaya Universitas BraTest anxiety refers to a type of performance anxiety stemming from fear orsitas Brawijava failure. This type of anxiety relates to the fear towards examination, test, or other Universitassignments used to evaluate learners' performance. Test anxiety can disturb their sitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya focus during the test. Students also develop the negative perceptions toward test. Universitit may lead them to make errors, even for prepared students. Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universites BraFear of Negative Evaluation Wijaya Universitas Brawijaya rawijaya Universitevaluations, avoidance of evaluation situation, and the expectation that others it as Brawijaya rawijaya Universitas Brawijaya rawijaya University negative evaluation is broader in scope because it is not limited to test-taking sitas Brawijaya University situations. Rather, it may occur in any social test, such as interviewing for a job or sitas Brawijaya Universities Braw speaking in foreign language class. There are three levels of anxiety based on Foreign Language Classroom Sitas Brawijaya Universi Anxiety Scale proposed by Horwitz et al (1986). They are low, moderate, and sitas Br high level of anxiety. These levels of anxiety can be indicated by knowing the Brawijaya University result of Foreign Language Classroom Anxiety Scale (FLCAS) score. The scoresitas Brawijaya of FLCAS will range from 33 to 165. Students who get lower score than 99 are University categorized as having low anxiety level, on other hand students who get higher Brawijaya Universi 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 Universitlevel of anxiety. Universit2.3 Br Willingness to Communicate uju emversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraWhen learners are given a situation to use second language, some of themsitas Brawijava take the opportunity to speak up and some of them remain silent. MacIntyre et al Universit(1998) state that willingness to communicate refers to individual readiness to sitas Brawijaya enter into discourse at a particular time with a specific person or persons, using Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava second language. While based on McCroskey and Baer (1985 as cited in University MacIntyre & Charos, 1996, p.7), willingness to communicate is defined as a sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi stable predisposition toward communication when free to choose to do so. Itsitas Universitas Brawijaya Universit doing so. The proper objection to learn second language is to create willingness to sit as Brawijaya Universitas Brawijaya Universit opportunities to practice in second language and facilitate authentic second sitas Brawijaya Universi language usage (MacIntyre et al, 2001). Universitas Braw According to McCroskey (1990), there are some variables that lead to Universit different level of willingness to communicate. McCroskey describes it assitas Brawijaya Universi antecedents of willingness to communicate which consist of introversion, selfesteem, communication competence, cultural diversity, and communication Universitapprehension. These antecedents are examined have correlation on willingness tositas communicate. Followings are further explanation about antecedents of willingness Universitio communicate: Introversion Introvert persons are characterized as shy, timid, and quiet. The more Universitintroverted individual, the less he or she initiates for communicating and takessitas Brawijaya 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitless sociable and less dependent on other's evaluation itas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braselfa esteem is one of the jvariables vaffecting the willingness vto sitas Brawijaya Universitas Brawijaya Universitas Brawijaya communicate. Self-esteem means person's evaluation of his or her own worth. It Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya is the indicator how people perceive their self-worth. If a person is categorized as Universit having low self-esteem, it might be expected that the person tends to have low ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya University willingness to communicate because that person believes that others would tas Brawijaya Universitas Brawijaya Universitas Brawijaya respond negatively to what would be said.
tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universites Br Communication competence wijaya Universitas Brawijaya Universitare less willing to communicate because of deficient communication skills Universi (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 Universitis expected to willing to communicate. Although it is undeniable that many people Universi 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 Universi 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 Universitis because of not knowing how to communicate. Cultural diversity Some cultures may seem as quiet and some others are characteristically Universit loquacious. Every country may have culture and subcultures as its majority. Japansitas for example, its single culture is dominant. Different with United States that has universitis majority culture and many subcultures. When a person finds her/himself in sitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra Universi environment in which her/his subculture is in minority position, this person maysitas B be described as culturally divergent. Culturally divergent people are similar to Universithose who have deficient communication skill. They do not know how to communicate effectively. They tend to be less willing to communicate to avoid Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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 ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitends to have more willingness to communicate and is comfortable to tas Brawijaya Universitas Brawijaya Universitas Brawijaya communicate effectively. Universites BraCommunication apprehensionvijaya Universitas Brawijaya Universitas Brawij Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit commonly known as anxiety and willingness to communicate. According to Sitas Braw Universit McCroskey (1976), communication apprehension is a level of fear or anxiety with sites either real or anticipated communication with another person or persons. It University redicted that persons who have higher communication apprehension tend to sitas Universi avoid communication because of their negative experiences from anxiety that influence their performance. McCroskey explains that communication Universit apprehension level of a person probably is a single best predictor of the person's sitas willingness to communicate. The higher communication apprehension level a Universit person has, the lower willingness to communication level perceived by him or her. Sitas Brawijay It does not mean persons who have high communication apprehension do not engage in interaction. They have less frequency of involving in communication Universi than those who are not afflicted with the communication apprehension under the same situation. They may have less willingness to communicate and select University occupations that have low communication responsibilities to avoid universities Brawijaya Universities Brawijaya Universities Brawijaya Universities Universitcommunication. Universitas Brawijaya Universitas Brawijaya Universitas Universities Bravilla Context and with whom they communicate. In order to know that, the appropriate instrument is by using Willingness to Communicate (WTC) Scale proposed by Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya McCroskey. The WTC scale includes items related to four communication contexts which are public speaking, talking in meetings, talking in small group, sit ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi and talking in interpersonal conversation, and also three types of receivers which ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya are strangers, acquaintance, and friends.
ersitas Brawijaya Universitas Brawijaya Previous Studies Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brathe first previous study is a thesis from Putri (2014) entitled "A Study on Sitas Brawijaya Universi Students, Anxiety and Its Correlation with The Speaking Performance of XIsitas Grade Students of SMAN 1 Krian". In her study, Putri correlated the anxiety level Universit of the students of XI Grade at SMAN 1 Krian with their speaking performance Sitas Br Universi using quantitative and qualitative method. The quantitative method was used to sit as measure the level of anxiety and also speaking performance score, while the Universit qualitative method was used to analyze the interview result. The result of thesitas study showed the high level of anxiety perceived by students at SMAN 1 Krian. UniversitThe high anxiety is indicated by unwillingness, feeling terrible about itas Brawijaya Universi pronunciation, and feeling unsatisfied with the performance, fluency, grammar, vocabulary, also intonation. Putri's study revealed the students who have low Universitanxiety got high score on their performance. Otherwise, students who got lowsitas Brawijaya score on their performance have high level of anxiety. Thus, this previous study Universit showed that anxiety gives influence to students' speaking performance. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraThe second previous study is entitled "Willingness to Communicate insitas English: A Case Study of EFL Students at King Khalid University" by Mahdi (2014) from King Khalid University, Abha, Saudi Arabia. The paper investigated Universitas Brawijaya Universitas Brawijaya the participants' willingness to communicate in English when they had Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universit communication in English. The study combined quantitative and qualitative sitas Brawijaya rersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitapproaches. The presearcher sused questionnaire in order to complete the itas quantitative approach. Semi-structured interview was also used to complete the University qualitative approach. In his study, the total number who fully completed the sit as Brawij Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya universitas Brawijaya universitas Brawijaya questionnaire was 105 participants from all students at level 7 and 8 of English University Department, College of Language and Translation King Khalid University. The Br Universitesearcher also took 20 participants who both willing and less willing to sitas rsitas Braw communicate and to participate in semi-structured interview. As a result, his study University shows that respondents have more willingness to communicate in interpersonal Sitas Brawijaya Universi conversation as context type and with friends as receiver type. There are some differences between both previous studies and this present Universitstudy. One of the differences is obviously seen from the method. Both previoussitas Bra studies used quantitative and qualitative method, while this study uses quantitative Universit descriptive method. For qualitative method, both previous studies used semissitas Brawijaya Universi structured interview to complete the results. Another difference is about variable. The first previous study correlated the anxiety level with the speaking Universit performance, while the second previous study only focused on willingness tositas Brawijaya communicate. Meanwhile, the variables in this study are anxiety and willingness to communicate. In terms of similarities, this study and the first previous study Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universituse Foreign Language Classroom Anxiety Scale (FLCAS) proposed by Horwitzsitas Br (1998) to measure the anxiety level of participants. Then, Willingness to Universi Communicate (WTC) scale proposed by McCroskey (1992) is chosen to be the Brawijaya Universitas Brawijaya

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rawijaya	This chapter describes research design, data source, research instrume	niversitas	Brawijay
rawijaya	Universit data collection, and data analysis of the study. Universitas Brawijaya Ur	niversitas	Brawijay
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rawijaya	5.1 Research Design	niversitas	
rawijaya	Universitas Brawijaya Ur	niversitas	
rawijaya	Universitas Br.In this research, the researcher used quantitative descriptive. Quantit		
rawijaya	Universitas Braw descriptive was considered as the most appropriate approach to analyze the duniversitas Braw	iversitas egree	Brawijay
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rawijaya	Universit of anxiety, willingness to communicate, and also their correlation perceive		
rawijaya	Universite Universit English students of vocational program Universitas Brawijaya. This study	niversitas	
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rawijaya Irawijaya	correlation procedure which shows the extent to which change in one varial	ble is niversitas	Brawijay
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rawijaya	Universitas . The data source of this study was English students of vocational pro	gramsitas	Brawijay
rawijaya	Universitas Brawijaya. The population of the study was the English studer		
rawijaya	Universitas Brawijaya. The population of the study was the English studer	niversitas	Brawijay
rawijaya	University vocational program Universitas Brawijaya, Malang. The researcher chose the	ifirstsitas	Brawijay
rawijaya	Universitas Brawija wijaya Ur	niversitas	Brawijay
rawijaya	University and the third semester English students of vocational program as participation		
rawijaya	Universit According to Arikunto (2006) if the total population is less than 100, the	n the sitas	Brawijay
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rawijaya	Universi sample taken is all. However, if the total of population is more than 100, the		
rawijaya	sample can be taken 10-15%, 20-25% or more. Due to the total number of En	iglish	Brawijay
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rawijaya	University students of vocational program in the first and the third semester was 71 students of vocational program in the first and the third semester was 71 students.		
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas BraThe data used in this study was the result from Foreign Languagesitas Brawijava rawijaya Universitas Brawijaya Universi Communicate (WTC) questionnaires that filled by English students of vocations it as Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya program Universitas Brawijaya. Universitas Brawijava Universitas Brawijava **Universitas Brawijaya** Universit 3.3 Bra Research Instrument Universitas Brawi Universitas Brawi In order to answer the research problems, the writer used two liversitas University questionnaires. They were Foreign Language Classroom Anxiety Scale (FLCAS) Sitas Brawijaya Universi and Willingness to Communicate (WTC) Scale. Both instruments are Likert Stas Br scales (summated rating scale) which assess attitudes toward a topic by presenting Universita set of statements about the topic and asking respondents to indicate for eachsitas Brawijaya whether they strongly agree, agree, are undecided, disagree, or strongly disagree Universit(Ary et al, 2002, p.224). The results from those instruments examine the sitas Brawijaya Universi hypotheses of the study. A hypothesis is an informed guess or prediction that sites Universities indicates the researcher thinks the result will be before the result is carried out Universi (McMillan, 1998, as cited in Castellan, 2010, p.6). Universitas Brawijaya Universitas Language Learning Anxiety Scale is "a self-report measure" Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawwhich assesses the degree of anxiety, as evidenced by negative sitas Brawijava ijava Universitas Brawijaya Universitas Brawijaya performance expectancies and social comparisons, naya Universitas Brawijaya Universitas Brawijaya Universitas Braw physiological symptoms, and avoidance behaviour (Horwitz et al, Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw 1986). It is the most commonly used tool for assessing Foreign Language Anxiety. This instrument was developed by Horwitz et al line Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya (1986, p.129). The scale utilizes five-point Likert items ranging from Universitas Brawstrongly disagree (1), disagree (2), neutral (3), agree (4) to strongly Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas Braw disagree (5). High score on some items, or straightforward items, itas ijaya Universitas Brawijaya Universitas Brawijaya Univer indicate high level anxiety, whereas high score on other items, or ijaya Universitas Brawijaya Universitas Brawijaya Univer Universitas Brawreverse-scored items, indicate low level anxiety. The items that thesitas Brawijaya Universitas Braw The point scale change from strongly agree (1), agree (2), neutral (3), sitas Brawijaya Universitas Braw disagree (4) to strongly disagree (5). Horwitz (2008, as cited in sitas Machida, 2006, p. 67) explained "For these items, you will need to switch your students' response. Fives should be scored ones, fours to sit 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' anxietys as Bra 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. Sitas Brawijaya 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 Universitas Braw reflect the types of anxiety. Items number 1, 4, 9, 14, 15, 18, 24, 27, 29, sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra Universitas Braw 30, 32 indicate the communication apprehension anxiety. Items numbers it as Brawijaya Universitas Brawii ava Universitas Brawanxiety. While number 2, 7, 13, 19, 23, 31 and 33 are the items as Brawijaya Universitias Braw indicating fear of negative evaluation. Iversitias Brawijava Universitas Brawijaya Universitas Brawijaya

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

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Brawijaya	Universitas	1. Distrib	iting the Foreign	Language	Classroom An	xiety Scale (		
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rawijaya			e, 2 = disagree, 1				Universitas	
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Univ<sup>25</sup>sitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitias Bra6. Giving explanation on how to fill the questionnaires, awijava rawijaya Universitas Brawijaya
7. Collecting the WTC questionnaire from the participants.
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Oniversitas Brawijaya rawijaya rawijaya rawijaya Universitas Br 8. Informing the participants the result of the questionnaire would be keptsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universities Braw and used for research purpose. Universitas Brawijaya **Universitas Brawijaya** Universit 3.5 Br Data Analysis as Brawijaya **Universitas Brawijaya** Universitas Brafter collecting the data from the participants, the researcher conducted sitas Brawijaya rawijaya Universitas Brawijaya Universit several steps to analyze the data: **Universitas Brawijaya** rawijaya Universit Iniversitas Brawijaya 1. Inputting the data of FLCAS from questionnaire. rawijaya 2. Inputting the data of WTC from questionnaire. rawijaya 3. Finding the result of students' type of anxiety. 4. After finding the type of anxiety, researcher measured the anxiety level rawijaya of students. rawijaya Calculating the correlation between students' anxiety and ntheirsitas Brawijaya Universitas Brawijaya willingness to communicate using SPSS 20. rawijaya 6. Interpreting the results of correlation based on Pearson's correlation. Sitas Brawijaya Universitas Brawi Pearson's correlation (r) that the coefficient of the correlation cansitas Brawijaya rawijaya change in value from +1.00 indicates a high positive correlation and Universitias Brawi value close to -1.00 indicates a high negative correlation. The negative sit as Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawi coefficient is 0 (zero) means there is no correlation between two rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawi variables. The significance score (p) shows the significance of the rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas	Brawijaya	<b>Universitas Brawijaya</b>	Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas	Brawijaya	ation. The correlation is sig	nificant if the score of $p < .$	<sup>05</sup> On the Universitas Brawijay
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rawijaya	Universitas l	Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijay
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rawijaya	Universitas	7. Drawi	ng conclusion based	on the results of	analysis:sitas Brawijay
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Unive **FINDING AND DICUSSION**as Brawijava Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brathis chapter consists of two sub chapters related to the problems of thesitas Brawijaya Universitas Brawijaya Universit discussion. Finding is divided into three sections, they are finding of type anxiety, sitas Brawijaya Universitanxiety level, and correlation between foreign language anxiety and willingness to sitas Brawijaya communicate belonged to English students of vocational program Universitas Brawijaya. The second section is discussion of the finding and the comparison Brawijaya Universi between previous studies and the current study. niversitas Brawijaya Universit4.1 This section deals with the answer of three research problems. The Universita Universifindings of this study were achieved by distributing questionnaires of Foreignsitas Brawijaya Language Classroom Anxiety Scale proposed by Horwitz et al (1986) and Universit Willingness to Communicate Scale designed by McCroskey (1992). These States Brawijaya Universit questionnaires were also adopted by both previous studies. In this study, sitas Brawijaya researcher found 67 students out of 71 students who filled the questionnaires due University to their attendance. They were at first and third semester of English students of Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universityocational program Universitas Brawijaya, Universitas Brawijaya University of anxiety perceived by respondents. Second is finding about the anxiety levelsitas Brawijaya Universitas Brawijaya rawijaya

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Universitas Brawijaya The Foreign Language Anxiety Classroom scale consists of 33 statements The Foreign Language Anxiety Classroom scale consists of 33 statements The Foreign Language Anxiety Classroom scale consists of 33 statements The Foreign Language Anxiety Classroom scale consists of 33 statements The Foreign Language Anxiety Classroom scale consists of 33 statements The Foreign Language Anxiety Classroom scale consists of 33 statements The Foreign Language Anxiety Classroom scale consists of 33 statements The Foreign Language Anxiety Classroom scale consists of 33 statements The Foreign Language Anxiety Classroom scale consists of 33 statements The Foreign Language Anxiety Classroom scale consists of 33 statements The Foreign Language Anxiety Classroom scale consists of 33 statements The Foreign Language Anxiety Classroom scale consists of 33 statements The Foreign Language Anxiety Classroom scale consists of 33 statements The Foreign Language Anxiety Classroom scale consists of 33 statements The Foreign Language Anxiety Classroom scale consists of 33 statements The Foreign Language Anxiety Classroom scale consists of 33 statements The Foreign Language Anxiety Classroom scale consists of 33 statements The Foreign Language Anxiety Classroom scale consists of 33 statements The Foreign Language Anxiety Classroom scale consists of 33 statements The Foreign Language Anxiety Classroom scale consists of 33 statements The Foreign Language Anxiety Classroom scale consists of 33 statements The Foreign Language Anxiety Classroom scale consists of 33 statements The Foreign Language Anxiety Classroom scale consists of 33 statements The Foreign Language Anxiety Classroom scale consists of 33 statements The Foreign Language Anxiety Classroom scale consists of 33 statements The Foreign Language Anxiety Classroom scale consists of 33 statements The Foreign Language Anxiety Classroom scale consists of 33 statements The Foreign Language Anxiety Classroom scale consists of 33 statements The Foreign Language Anxiety Classro
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The Foreign Language Anxiety Classroom scale consists of 33 statements as Braw Universitian Brawijaya Universitian
University aiming to assess communication apprehension, test anxiety, and fear of negative it as Braw University and the properties Braw University and the
University evaluations associated with language anxiety. This study is aimed to measure it as Braw University evaluations associated with language anxiety. This study is aimed to measure it as Braw University what types of anxiety perceived by respondents as formulated in the first research university problem. In order to examine the types of anxiety perceived by students, the university rawijaya university researcher measured the mean score of each anxiety type. The mean score of stas Braw University university university university university university and university university and university university university university as obtained by measuring the mean score it as Braw University univer
rawijaya Universitas Braw Universitas
university by students, the university perceived by respondents as formulated in the first research university problem. In order to examine the types of anxiety perceived by students, the university problem. In order to examine the types of anxiety perceived by students, the university researcher measured the mean score of each anxiety type. The mean score of stas Braw university communication apprehension was from items number 1, 4, 9, 14, 15, 18, 24, 27, university university and university university university university university.
rawijaya Universit what types of anxiety perceived by respondents as formulated in the first research arawijaya Universit problem. In order to examine the types of anxiety perceived by students, the sitas Braw Iniversitate Universitate Universitate Universitate Universitate Communication apprehension was from items number 1, 4, 9, 14, 15, 18, 24, 27, inversitate Universitate Univ
rawijaya Universit problem. In order to examine the types of anxiety perceived by students, the sitas Braw Universit as University as Universi
rawijaya Universita Un
rawijaya Universi researcher measured the mean score of each anxiety type. The mean score of sitas Braw universi Univers
rawijaya Universi communication apprehension was from items number 1, 4, 9, 14, 15, 18, 24, 27, iversitas Braw rawijaya Universi 29, 30, 32. The result of test anxiety was obtained by measuring the mean score itas Braw niversitas Braw niversitas Braw niversitas Braw
rawijaya Universitas Braw rawijaya Universita9, 30, 32. The result of test anxiety was obtained by measuring the mean scoresitas Braw rawijaya Universita
rawijaya Universit29, 30, 32. The result of test anxiety was obtained by measuring the mean scoresitas Braw
rawijaya Universita Iniversitas Braw
rawijaya Universitiems number 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, and 28. Then, the
rawijaya Universitiesult of fear of negative evaluation was obtained by assessing the mean score of sitas Braw
rawijaya Universitas Universitas Braw
rawijaya Universitiems number 2, 7, 13, 19, 23, 31, and 33. The findings are described on the Braw
rawijaya Universitas B
rawijaya Universitas Braw
rawijaya Universit Table 4.1 Fear of negative evaluation <u>jaya Univers</u> itas Braw
rawijaya Universita Item rawija Statement wijaya Ur Mean itas Braw
rawijava Universitas 2 <sub>Bra</sub> I don't worry about making mistake in language class.
rawijaya Universitas 7 I keep thinking that the other students are better at language than I am. Jaya Universitas Braw
Tawijaya Universi 13 It embarrassed me to volunteer answers in my language class. 3.04 It am afraid that my language teacher is ready to correct every mistake I make. 3.27
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
rawijava Universijas Bri Lam afraid that the other students will laugh at me when Langak the foreign. Universitas Braw
rawijava Universitas Braylanguage. Universitas Brayliava Universitas Brayliava Universitas Brayliava
I get nervous when the language teacher asks questions which I haven't prepared in advance.  33 I get nervous when the language teacher asks questions which I haven't prepared in advance.
rawijaya Universit <mark>as Brawijaya Universita Overall mėja score</mark> Iniversitas Brawijaya Un <b>i.19</b> rs itas Braw
rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya		Universitas Brawijay
rawijaya		Univ <sup>29</sup> sitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya		Universitas Brawijay
rawijaya	Universities Brable 4.1 showed that the fear of negative evaluation got 3.19 mean	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	UniversitThis score was the highest score compared to communication apprehens	
rawijaya		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya text anxiety. The table also showed that the statement which got the highe Universitas Brawijaya Universitas Brawijaya	st score Universitas Brawijay
rawijaya	Universi belonged to item 33. It stated "I get nervous when the language teach	
rawijaya		Universitas Brawijay
rawijaya	questions which I have not propored in advance"	Universitas Brawijay
rawijaya		Universitas Brawijay
rawijaya	Universitable 4.2 Communication apprehension Universital Item Wijaya Statement Statement Statement	Urmeans tas Brawijay
rawijaya	I never feel quite sure of myself when I am speaking in my foreign language	Unigrafisitas Brawijay
rawijaya	class.	Universitas Brawijay
rawijaya Brawijaya	It frightens me when I don't understand what the teacher is saying in the yau foreign language.	Universitas Brawijay
rawijaya	Universitas 9 I start to panic when I have to speak without preparation in language class.	In 3.60 stas Brawijay
rawijaya	Universit 14 I would <i>not</i> be nervous speaking the foreign language with native speakers.	In <sup>2.91</sup> rsitas Brawijay
rawijaya	Universi 15 I get upset when I don't understand what the teacher is correcting.	3.10 tas Brawijay
rawijaya	18 I feel confident when I speak in foreign language class.	2.64 Dereitas Brawijay
rawijaya	Universi 24 I feel very self-conscious about speaking the foreign language in front of other students	3.16 sitas Brawijay
rawijaya	Universit 27 I get nervous and confused when I am speaking in my language class.	h3.00 sitas Brawijay
rawijaya	Universit 29 I get nervous when I don't understand every word the language teacher says.	n3.07rs tas Brawijaya
rawijaya	University 30 I feel overwhelmed by the number of rules you have to learn to speak a foreign	In3.04rsitas Brawijay
rawijaya	language.	
rawijaya	University as a language. I would probably feel comfortable around native speakers of the foreign language.	Universitas Brawijay: <del>Universi</del> tas Brawijay:
rawijaya	Universitas L  Overall mean score	3.05 Universitas Brawijay
rawijaya		Universitas Brawijay
rawijaya Srawijaya	Universitas BraThe table above presented the mean score of communication apprel	
rawijaya Srawijaya	· · · · · · · · · · · · · · · · · · ·	Unive <u>r</u> sitas Brawijay
rawijaya Srawijaya	felt by respondents. The mean score was 3.05 and this score was at the	second
rawijaya		
rawijaya	Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities Brawijaya	start to Star Brawijay
rawijaya		Universitas Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universit	as E	Brawijay
rawijaya		Universit		
rawijaya		Univ <sup>30</sup> sit		0 0
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universit	as E	Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universit	as E	Brawijay
rawijaya	Universita Item a wijaya Universitas BraStatement Universitas Brawijaya	J Mean S	as E	Brawijay
rawijaya	Universities 33rd I tremble when I know that I'm going to be called on in language class. ava	Jn3.30rsi1	as E	Brawijay
rawijaya	University as 53rd It wouldn't bother me at all to take more foreign language classes.	Jn2.75rsit	as E	Brawijay:
rawijaya	During language class, I find myself thinking about things that have nothing to do with the course.			Brawijay
rawijaya	Universit as 837 I am usually at ease during tests in my language class. Sitas Brawijaya	Un2.81rs	as E	Brawijay
rawijaya	Universit as 10 1 I worry about the consequences of failing my foreign language class.			Brawijay
rawijaya	Universit as Bra I don't understand why some people get so upset over foreign language aya			Brawijay
rawijaya	Universitae Brandiava	Linivoroit		Brawijay
rawijaya	12 In language class, I can get so nervous I forget things I know.	3.31		Brawijay
rawijaya	Universities Providence	2.51	as E	Brawijay
rawijaya	I often feel like not going to my language class.  I can feel my heart pounding when I'm going to be called on in language class.			Brawijay
rawijaya	University 21 The more I study for a language test, the more confused I get.	2.70	as E	Brawijay
rawijaya	Universit 22 I feel pressure to prepare very well for language class.	10 10 2.81	as E	Brawijay
rawijaya	Universit 25 Language class moves so quickly I worry about getting left behind.		as E	Brawijay
rawijaya	Universi 26 I feel more tense and nervous in my language class than in on the classes.		as E	Brawijay
rawijaya	Universi 28 When I'm on my way to language class, I feel very sure and relaxed.	2.2415	as E	Brawijay
rawijaya	Universi Overall mean score	2.95°S	as E	Brawijay
rawijaya	Universit	hiversit	as E	Brawijay
rawijaya	University Table 4.2 presented the world of 4.54 any idea. This agriculture	niversit	as E	Brawijay
rawijaya	Table 4.3 presented the result of test anxiety. This anxiety type g	Jniversit	as E	Brawijay
rawijaya	Universi mean score and belonged to the lowest score among anxiety types. Item 1	0 which	as E	Brawijay
rawijaya	Universitas	Universit	as E	Brawijay
rawijaya	Universitated "I worry about the consequences of failing my foreign language	classes"	as E	Brawijay
rawijaya	Universities the highest score in anxiety type.	Universit	as E	Brawijay
rawijaya	Universitas Bra	Universit	as E	Brawijay
rawijaya	Universitas Brased on this result, the hypothesis one (H1) which stated "The t			
rawijaya	Universitas Brawija Universitas Brawija Univer	Universit	as E	Brawijay
rawijaya	Universitas Blawljay	Versitas	as E	Brawijay
rawijaya	Universi Brawijaya are communication apprehension, test anxiety, and fear of r			
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya			
rawijaya	Universi evaluation" is accepted. It means respondents had suffered from those			
rawijaya	types and had tendency to attect their English ability.	Universit		
rawijaya		Universit		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universit	as E	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universit	as E	Brawijay

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	as Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	as Brawijay
rawijaya		as Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita	as Brawijay
rawijaya	University Level Owned by Participants Brawijaya University	as Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	as Brawijay
rawijaya	Universitas BraThis section answers the second research problem about anxiety levels it	as Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	as Brawijay
rawijaya	Owned by English students of vocational program Universitas Brawijaya. In order	as Brawijay
rawijaya	Universi to analyze the anxiety level, respondents were asked to fill the Foreign Language it	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita	as Brawijay
rawijaya	Universit Classroom Anxiety Scale. The scale of questionnaire ranging from 1 (strongly	as Brawijay
rawijaya	Universit disagree) to 5 (strongly agree). The data were analyzed by summing respondents	as Brawijay
rawijaya		as Brawijay
rawijaya	Universitotal score and calculating the mean score. The result is presented on the site	as Brawijay
rawijaya	Universitas Brawing toklar	as Brawijay
rawijaya		as Brawijay
rawijaya	Universitas	as Brawijay
rawijaya		as Brawijay
rawijaya	Universi N Minimum score Maximum score Mean Score iversity	
rawijaya	Valid N   6/   68   132   100.12	as Brawijay
rawijaya	Universit	as Brawijay
rawijaya	Sept. (CA)   2 2 7 1 1 10 1000 A	as Brawijay
rawijaya	University  Table 4.4 showed English students' anxiety level. The table presented N as	as Brawijay
rawijaya	Universita Car and Car	as Diawijay
rawijaya	Universithe total respondents, who completed the questionnaires. It consists of 67 students	
rawijaya	from first and third semester. Based on the result, the minimum anxiety score	as Brawijay
rawijaya		as Brawijay
rawijaya	Universition of the universities of the univer	
rawijaya	Universitas Bra Universitaverage score of the total score for each respondent regarding to the level of site	as Brawijay
rawijaya		
rawijaya rawijaya	Universities anxiety was 100.12 score. By finding this result, the hypothesis two (H2) which universities brawing the score of the control of	as Brawijay as Brawijay
rawijaya	University stated "English students of vocational program University Brawijaya have high site	
rawijaya		as Brawijay as Brawijay
rawijaya	anyioty" is accounted because the score indicated high enviety level	as Brawijay as Brawijay
rawijaya		as Brawijay as Brawijay
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rawijaya		versitas Brawijaya			Universitas	
rawijaya	Universitas Brawijaya Univ	versitas Brawijaya	Universitas	Brawijaya	Univ <sup>22</sup> sitas	Brawijaya
rawijaya	Universitas Brawijaya Univ	versitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
rawijaya	Universitas Brawijaya Univ	versitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
rawijaya	Universitas Brawijaya Univ	versitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
rawijaya	University 4.1.3 Correlation	between Students'	Universitas	nd Willingn	Universitas	Brawijaya
rawijaya		ersitas Brawijaya			Universitas	
rawijaya	UniversitCommunicate Univ	versitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
rawijaya	Universitas Brawijaya Univ	ersitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
rawijaya	Universitas Brawijaya Brawijaya Brawijaya Universitas Brawijaya	ersitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
rawijaya	Universitand willingness to con	nmunicate as mention	ed on the third	problem of th	e study.sitas	Brawijaya
rawijaya	Universitas Brawijaya Univ	versitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
rawijaya	Universit Pearson Product Mor	nent Coefficient Coi	relation was	used to meas	ure the sitas	Brawijaya
rawijaya	University correlation between the	e two variables. By u	sing SPSS 20 s	software, the d	lata was itas	Brawijaya
rawijaya	Universitas Brawijaya		95	Brawijaya	Universitas	Brawijaya
rawijaya	Universit obtained as follow:				Universitas	
rawijaya	Universitas Brawi Table 4.5 Correlat	ions between FLA and W	TC		Universitas	
rawijaya 	Universitas B	511	FLCAS	WTC	<del>U</del> niversitas	
rawijaya 	Universitas	Pearson Correlation	1 LC/15	289*	Universitas	
rawijaya 	Universita FLCAS	Sig. (2-tailed)	Mark C	.018	Universitas 	
rawijaya 	Universi	N	67	67	niversitas	
rawijaya 	Universi	Pearson Correlation Sig. (2-tailed)	289 <sup>*</sup> .018	1	niversitas	
Irawijaya	Universit	N	67	67	niversitas	
Irawijaya	Universit *. Correlation is sig	mificant at the 0.05 level (2	2-tailed).			Brawijaya
rawijaya	Universit  Table 4.5 show	wed that the correlat	ion value was	- 289 Accor	niversitas	Brawijay
rawijaya						
rawijaya rawijaya	Universita Sarwono (2009), corre	elation value indicate	d that foreign	language anxi	ety and	Brawijay
rawijaya Irawijaya	Universitas Universit willingness to commun	nicate had sufficient co	veralation How		Universitas	
rawijaya Brawijaya	Universitas B	neate had sufficient co	meianon. How		Universitas	
rawijaya Brawijaya	the significance value	was 0.018 which wa	as less than 0.	05. Thus, by	95% of	Brawijay:
rawijaya	Universit confidence value, it of	466 204				
rawijaya	Universitas Brawij	could be concluded t	nat there was	_	Universitas	
rawijaya	Universit correlation between tw	o variables. The result	presented nega			
rawijaya						
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	ctory relationship bety	veen variables.	Based on thi	s result, Universitas	Brawijaya
rawijaya	Universit the hypothesis three (H					
rawijaya	Universitas Brawijaya Univ	versitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
rawijaya	Universit correlation between stu					
rawijaya	Universitas Brawijava Br	earcher also found the	result of willin	gness to comn	Universitas	Brawijaya
rawijaya	Universitas Brawijaya Univ	ersitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
rawijaya	Universitlevel, each context type	e level, and each recei	ver type level f	rom responder	nts::Thissitas	Brawijaya
rawijaya	Universitas Brawijaya Univ	versitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
rawijaya		versitas Brawijaya			Universitas	
rawijaya		versitas Brawijaya	Universitas		Universitas	
rawijaya		versitas Brawijaya			Universitas	
rawijaya		versitas Brawijaya			Universitas	
rawijaya	Universitas Brawijaya Univ	versitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya

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rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas E	Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya			Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya			Univ <sup>23</sup> sitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya			Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas E	Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas E	Brawijaya	Universitas	Brawijay
rawijaya	Universities result was found by measuring the mean so	ore of willing	ness to com	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya			Universitas	Brawijay
rawijaya	Universi based on willingness to communicate norms s	coresersitas E	Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Table 4.6 Context types mean score comparison	Universitas E	Brawijaya	Universitas	Brawijay
rawijaya	Universit <del>as Brawijaya Universitas Brawijaya</del>	Interpersonal	<del>Irawijaya -</del>	<u>Univer</u> sitas	Brawijay
rawijaya	Universit Category Group Discussion Meeting	Conversation	Public Sp	<sup>eaking</sup> ersitas	Brawijay
rawijaya	Universitas Meanwijaya 157.4/ersitas Bra46.2aya	Unive48.2tas E		<u>Univer</u> sitas	Brawijay
rawijaya	Universitas Level Moderate level Moderate level	Low level	Moderate	level versitas	Brawijay
rawijaya	Universitas Brawijaya Univer	ersitas E	Brawijaya	Universitas	Brawijay
rawijaya	Universit Context type norms score:	95	Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijay		rawijaya	Universitas	Brawijay
rawijaya	Universit1. Group discussion (items number 8	s, 15, and 19)	ijaya	Universitas	
rawijaya	Universitas Br	<57 Low WT0	va	Universitas	
rawijaya	Universitas	, C, Low WIC		Universitas	
rawijaya	Universit 2. Meetings (items number 6	5, 11, and 17)		Universitas	
rawijaya	Universi >80 High WTC,	30 L ow W/T/	7,	niversitas	
rawijaya				hiversitas	
rawijaya	Universi 3. Interpersonal conversation (items number 4	, 9, and 12)		hiversitas	
rawijaya	<b>一般では、また。</b>		7	hiversitas	
	Universite >94 High WTC,	<04 LOW WT(		niversitas	
rawijaya rawijaya	Universita 4. Public Speaking (items number 3	, 14, and 20)		Universitas Universitas	
rawijaya Irawijaya	Hairawaitaa			Universitas	
rawijaya	Universitas L >78 High WTC,	<33 Low WTC	· //	Universitas	
rawijaya Brawijaya	Universitas B Table 4.6 showed the mean score of o	context type. A	ccording to	the data sites	Brawijay
rawijaya		A 5.			
rawijaya	Universitas Bra the group discussion, meeting, and public spe Universitas Bra	aking were cate	egorized as 1	moderate Universitas	Brawijay
rawijaya	Universitievel. While interpersonal conversation was	categorized as	low level		
rawijaya	Universitas Brawijay		rawijaya	Universitas	
rawijaya	Universi score was less than 64 score.	omversitas E	Brawijaya	Universitas	
rawijaya	University Table 4.7 Receiver types mean score comparison	Universitas E	Brawijaya	Universitas	
rawijaya	Universitae Brawijaya Universitae Brawijaya	Universitas E Acquaintance	Level of F	Universitas	
rawijaya	University District District Drawing	Acquaintance 45.4	72.38		Brawijay
rawijaya	Lipinoroitae Brandiana Hairraraitae Brandiana	<del>Universitas E</del> w level	Moderate	- Hairon citoc	Brawijay
rawijaya	I lead to the second se		rawijaya	Universitas	
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijay	
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rawijaya	Universit1. Stranger ava Uni (items number 3, 8, 12, and 17) sitas Brawijay	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijay	
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rawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijav	
rawijaya	Universitas Brawijaya Uni>92 High WTC, <57 Low WTC itas Brawijay	
rawijaya		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
rawijaya	Universitas Brawijay >99 High WTC, <71 Low WTC	
rawijaya		
rawijaya	Universitas Braw Universitas Br Table 4.7 presented the result of receiver types on will	lingness to Brawijaya
rawijaya	Universit communicate scale owned by respondents. Regarding to the norm of	
rawijaya	Universita	Universitas Brawijaya
rawijaya	Universi scale, level of friend was categorized as moderate level since it was m	
		. hiversitas Brawijaya
rawijaya		egorized as niversitas Brawijaya
rawijaya rawijaya	Universi score and below 99 score. Similarly, level of stranger also cate	
rawijaya rawijaya rawijaya	University score and below 99 score. Similarly, level of stranger also cated university moderate level. While level of acquaintance was categorized as low university.	level sincesitas Brawijaya
rawijaya rawijaya rawijaya rawijaya	University score and below 99 score. Similarly, level of stranger also cated university moderate level. While level of acquaintance was categorized as low university.	level sincesitas Brawijaya niversitas Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya	University score and below 99 score. Similarly, level of stranger also cate University moderate level. While level of acquaintance was categorized as low University score for stranger was less than 57.	level sincesitas Brawijaya niversitas Brawijaya Jniversitas Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	University score and below 99 score. Similarly, level of stranger also cate University moderate level. While level of acquaintance was categorized as low University score for stranger was less than 57.  University Table 4.8 Total of willingness to communicate score	level sincesitas Brawijaya niversitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	University score and below 99 score. Similarly, level of stranger also cate University moderate level. While level of acquaintance was categorized as low University score for stranger was less than 57.  University Table 4.8 Total of willingness to communicate score	level sincesitas Brawijaya niversitas Brawijaya Universitas Brawijaya Universitas Brawijaya ore Universitas Brawijaya
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rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universit Stranger  Table 4.8 Total of willingness to communicate score Universit Universit Universit Stranger  Table 37.6	level sincesitas Brawijaya niversitas Brawijaya Universitas Brawijaya ore Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya a Universitas Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universit Stranger Universit Universit Universit Universit Universit Universit Universit Stranger Universit Acquaintance 45.4 51.79 Universit Universit Friend 72.38	level sincesitas Brawijaya niversitas Brawijaya Universitas Brawijaya ore Universitas Brawijaya Universitas Brawijaya a Universitas Brawijaya a Universitas Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universit Stranger Universit Universit Universit Universit Universit Universit Universit Stranger Universit Acquaintance 45.4 51.79 Universit Universit Friend 72.38	level sincesitas Brawijaya niversitas Brawijaya Universitas Brawijaya ore Universitas Brawijaya Universitas Brawijaya a Universitas Brawijaya a Universitas Brawijaya a Universitas Brawijaya
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rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universit Score for stranger was less than 57. Universit Universit Universit Stranger Universit Acquaintance Acquaintance Acquaintance Acquaintance Friend Vorms of Willingness to Communicate score: Universit Universit Oniversit Oniversi	level sincesitas Brawijaya Iniversitas Brawijaya Universitas Brawijaya Ore Universitas Brawijaya Universitas Brawijaya a Universitas Brawijaya a Universitas Brawijaya a Universitas Brawijaya a Universitas Brawijaya a Universitas Brawijaya
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rawijaya	University score and below 99 score. Similarly, level of stranger also cate University moderate level. While level of acquaintance was categorized as low University score for stranger was less than 57.  University Score for stranger was less than 57.  University Stranger Stranger Mean score WTC see University Stranger 37.6  University Stranger 37.6  University Norms of Willingness to Communicate score:  University Norms of Willingness to Communicate score:  University Norms of Willingness to Communicate score:  University Stranger 37.6  University Norms of Willingness to Communicate score:  University Norms of Willingness to Communicate score of willingness to communicate score of the stranger, according to norms for willingness to communicate score, university and friend. According to norms for willingness to communicate score, university categorized as low level since the score was below 52 score. Mean University of the Score was below 52 score. Mean University of the Score was below 52 score. Mean University of the Score was below 52 score. Mean University of the Score was below 52 score. Mean University of the Score was below 52 score. Mean University of the Score was below 52 score. Mean University of the Score was below 52 score. Mean University of the Score was below 52 score. Mean University of the Score was below 52 score. Mean University of the Score was below 52 score. Mean University of the Score was below 52 score. Mean University of the Score was below 52 score. Mean University of the Score was below 52 score. Mean University of the Score was below 52 score. Mean University of the Score was below 52 score. Mean University of the Score was below 52 score. Mean University of the Score was below 52 score.	level sincesitas Brawijay Iniversitas Brawijay Universitas Brawijay Universitas Brawijay Iniversitas Brawijay Iniv
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
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rawijaya	Universit willingness to communicate is considered high level if the score is above 8	82 score	Brawijay
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rawijaya	UniversitIn conclusion, respondents were categorized as rhaving low willing	gnessy tositas	Brawijay
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rawijaya	Universitas Brawijaya	Universitas	
rawijaya	Universi problems of the study. They were the discussion of anxiety types, anxie		Brawijay
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rawijaya	University belonged to English Students of vocational program Universitas Brawijaya	aUniversitas	Brawijay
rawijaya	Universite Universite Researcher measured the mean score of participant from	Universitas	
rawijaya			
rawijaya rawijaya	Universi Universi Language Classroom Anxiety Scale questionnaire in order to investigate	the first	Brawijay
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rawijaya	Universit and second research problems. For the third research problem, research Universit	niversitas	
rawijaya	Pearson Product Moment Correlation.	Iniversitas	
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rawijaya	Universit 4.2.1 Types of Anxiety Perceived by Respondents	Universitas	
rawijaya	Universitas B Horwitz et al (1986) categorized anxiety into three varieties.		
rawijaya	Universitas Bra (1986) categorized anxiety into three varieties.	First is Universitas	Brawijay
rawijaya	Universit communication apprehension which is the fear of getting into		
rawijaya	Universitas Brawija wijaya	Universitas	Brawijay
rawijaya	Universi communication with others. Second is test anxiety which happens	toward	Brawijay
rawijaya	University academic evaluation which makes students anxious about failing in test.	Universitas Third is	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universi fear of negative evaluation which appears because learners are anxiou		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya negative impression of people toward their performance. Universitas Brawijaya	Universitas	
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rawijaya	Universit The table below presented respondents, anxiety type stage based on means score Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitfrom FLCASya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universi Table 4.9 Overall mean scores of three categories of foreign language classroom anxiety. Versitas Brawijay
rawijaya	Universitas Brawi Category niversitas Overallimean Unive St. Devs Brawijay Rank Universitas Brawijay
rawijaya	Universit Negative Evaluation University Bra3.19aya Unive 0.419 s Brawijaya 1 University Brawijaya
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas BraTable 4.9 presented the finding of foreign language anxiety type as the sitas Brawijay
rawijaya	Universitas Brawi
rawijaya	result of FLCAS filled by respondents. It showed that fear of negative evaluation
rawijaya	Universitas Brawijay
rawijaya	University got the highest score. Then it followed by communication apprehension and test University University
rawijaya	Universi anxiety. Even though the mean score of negative evaluation got the highest score, sitas Brawijay
rawijaya	Universitas Brawijay
rawijaya	Universi but communication apprehension and test anxiety cannot be neglected. Since the
rawijaya	The first of the control of the cont
rawijaya	University mean scores among three anxiety types were not too far, it could not be said Brawijay
rawijaya	Universite spondents only experience the fear of negative evaluation. Thus, this finding sitas Brawijay
rawijaya	
rawijaya	Universities to be discussed further. The researcher concluded that respondents Universities Brawijay Universities
rawijaya	Universi experienced the fear of negative evaluation, test anxiety, and communications it as Brawijay
rawijaya	Universitas B
rawijaya	Universitas Brawijay  Universitas Brawijay
rawijaya	Universitas BraThis study revealed that English students of vocational programsitas Brawijay
rawijaya	Universitas Brawija
rawijaya	Universit Universitas Brawijaya suffered from fear of negative evaluation. The mean score sitas Brawijay
rawijaya	
rawijaya	Universitas Brawijay for this anxiety type was 3.19. Fear of negative evaluation usually happens Universitas Brawijay
rawijaya	Universi because learners are worry about getting negative judgement and impression from Sitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universi people around them. Eysenck (1979, as cited in McIntyre & Gardner 1994, p.287) sitas Brawijay
rawijaya	University stated that anxiety-arousal is associated with distracting, self-related cognition
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universi such as excessive self-evaluation, worry over potential failure, and concerns oversitas Brawijay
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Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawiiava** Universitas Brawijaya Universitas Brawijaya others' opinions. Learners may over-think about misspelling, bad performance, ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya University grammar errors, and many others. Not only coming from their assumption, but the sital itas Brawijaya Universitas Brawijaya Universitas Brawijaya Univer role of peers and teachers can also be the source causing fear of negative itas Brawijaya Universitas Brawijaya Universitas Brawijaya University evaluation. The feeling of being watched by people makes learners feels insecure, sital Br Universitas Brawijaya Universi fear of negative evaluation was "I get nervous when the language teacher asks Universit questions which I haven't prepared in advance" (Statement 33). This statement gots it 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 Universi 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 Universi foreign language learners (Kitano, 2001; Aydin, 2004). Hence, learners and sitas teachers should not think little of fear of negative evaluation. Communication apprehension deals with negative feeling to communicate Universit 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 University stated "I start to panic when I have to speak without preparation in languagesitas Br class" as the highest score in fear of negative evaluations, indicated that students wanted to avoid communication in classroom. McCroskey (1990) stated that sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit communication apprehension can lower the desire to speak. If this anxiety type is sit as 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 Universi English field, it is needed for them to have high desire to communicate with Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya people. Communication apprehension may occur when respondents are obliged to rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi have discussion, interview, public speaking, and many others with people. This it as fear could negatively affect their performance. That is why learners need to handle Universithis fear in order to achieve their best performance ersitas Brawijaya Universitas Brawijaya Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Bra Universitas Brawijaya among English students of vocational program. The mean score was 2.95. UniversitHowever, the mean score of test anxiety comparing to two types before was it as considered having small difference. It indicates that English students of vocational program also had burden in facing academic test. Usually learners who have this Universi anxiety assume that no matter how hard they prepare for the test, it will not make sitas them succeed on it. This feeling can make learners nervous in doing test. As a Universit consequence, learners may not focus and it can be a reason they fail on the test. Sitas From finding, it is showed that item 10 which stated "I worry about the Universit consequences of failing my foreign language classes" got the highest score. Universitas Comparing to the first previous study, Putri (2014) conducted her research by using both qualitative and quantitative method. She also analyzed the anxiety Universitype perceived by participant. Contrary with this present study, previous studysitas Brawijaya Wijaya Universitas B 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 Universitanxiety students from their speaking performance which conducted in classroom.sitas She found that high anxiety students tended to have more communication apprehension. It was characterized by students who were afraid of speaking test, ers confused in arranging some grammatical sentences, and difficult to deliver their Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** 

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rawijaya	Universitidea. Fear of negative evaluation also seemed from high anxiety	students'sitas	Brawijay
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rawijaya	Universi performance. Students were afraid when their friends laughed at them w	hen theysitas	Brawijay
rawijaya rawijaya	made any mistakes. Meanwhile, low anxiety students were considered r	Universitas not afraid	Brawijay Brawijay
rawijaya	Universit of making mistake and tried to reduce difficult words or concept. Vijaya		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		
rawijaya	The contradiction found in this present study and previous study	dv is the	Brawijay
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rawijaya	Universities method that writers use to measure the anxiety type perceived by par Universities Brawijaya	Universitas	
rawijaya	Universi Current study used quantitative method and involved all respondents. H		
rawijaya			
rawijaya	result literally represented all the respondents of this study. In contrast, t	he writer Universitas	Brawijay
rawijaya	Universition previous study used qualitative method to see the distinctions of anxi	ety typessitas	Brawijay
rawijaya	Universita	Universitas	
rawijaya	Universi experienced by five low anxiety students and five high anxiety students	from 56 <sub>Sitas</sub>	Brawijay
rawijaya	Universi XI grade students at SMAN 1 KRIAN. It means that the result may less	niversitas represent	Brawijay
rawijaya	Universit 1 grade statems at 5177 1 The 1	hiversitas	Brawijay
rawijaya	Universithe entire of participants on previous study because the writer only pi	icked tensitas	Brawijay
rawijaya	University participants out of 56	niversitas	Brawijay
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rawijaya	Universita By finding the result, it is concluded that the hypothesis one (H	1) which sitas	Brawijay
rawijaya	Universitas III	<b>Universitas</b>	Brawijay
rawijaya	Universi stated "The types of anxiety perceived by English students of vocational		
rawijaya	Universitas Brawijaya are communication apprehension, test anxiety, an	id fear of	Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya had h English students of vocational program of Universitas Brawijaya had h	igh level	Brawijay
rawijaya	University anxiety. It was indicated by the anxiety mean score which was 100.		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	Universi Based on Foreign Language Classroom Anxiety Score by Horwitz et a		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
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Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya the score under 99 is indicated as low anxiety, the 99 score means moderate level, ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universitas University while high anxiety is indicated by having more than 99 score. Based on this result, sit as the researcher's hypothesis of second research problem is accepted. It stated sitas Brawijaya Universitas Braw Universities Brawijaya have high itas Brawijaya have high itas Brawijaya have high itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bruniversi anxiety". This result is also similar with the first previous study conducted by Brawijaya Br Universit Putri (2014). It found that XI students at SMAN 1 Krian also had high anxiety. Universitas Br In current study, the respondents were chosen from college students who sit were majoring English as their major. It means that they had more frequency to Universitiearn and use English than other majors. Moreover, in Indonesia, English is taught Universi since elementary school, junior high school, and also senior high school. It means they have learnt English for several years. In addition, English department Universit students in vocational program were getting usual to be taught to use English insitas their college life. They speak English in classroom activities like conversation, Universit discussion, and presentation. They got some subjects such as speaking for Sitas Brawijaya Universi business communication, literal listening, tourist guiding, tourist information, advance English structure, and many others. It is supposed to be the reason Universit English students have more confidence to use English. But, their anxiety level was sitas Braw categorized as high level. Universities Brancher presumed that there are some factors affecting respondents Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 1 Universi high anxiety level in classroom, two of them are the role of peers and teachers. Sit as Br 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 Universitwo important things influence learners' anxiety. Manners from teacher in errors Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universities correcting sometimes feel intimidating by learners. This leads to the fear of sitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi negative evaluation from teachers. Aida (1994) stated that there is relationship it as between students' anxiety levels and teachers' personalities and behaviours (as University in Bekleven, 2004, p.51). She also found that teachers' harsh method in Stas Br Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br University anxious and afraid. Hence, teachers' roles in classroom have big contribution to University students' anxiety level. Similarly, Young (1990) found that instructor's itas characteristics such as non-harsh attitude toward error correction, a positive, friendly, and relaxed general attitude toward students can reduce students' Besides teachers, the existence of peers also influences one's anxiety level Universit Young (1990) revealed that students feel most anxious when they have to speak insitas front of their peers using the language that they do not usually use. This condition Universifieds to the communication apprehension. Anxiety also happens when there is sitas Brawijaya Universi competitiveness among students. As students assume that there are students who are categorized as best students in classroom, they will compare their ability to Universithem and feel that best students do better performance than them. Moreover, they sit as Brawijaya can assume that the ability of those students is the ideal performance while theirs ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br According to MacIntyre & Gardner (1994), students with high anxietysitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universithere was no significant anxiety difference among beginning, intermediate, and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya University advanced English foreign learners, and also study from Pichette (2009) who sit as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi revealed that there is no difference anxiety between first semester students and sitas Brawijava versitas Brawijava Universitas Brawijava Universitas Brawijava Universitas their more experience peers (as cited in Tóth, 2011, p.40). This indicates that versitas Brawijava Universitas Brawijava Universitas Brawijava Universitas rawijaya Universitanxiety perceived by learners is not merely caused by how long learners learningsitas Brawijaya Universitas Brawijaya Universitianguage anxiety is not restricted to the early, beginning stages of language sitas Brawijaya Universitlearning.wijay By finding this result, the researcher's hypothesis two (H2) which stated Universite English students of vocational program Universitas Brawijaya have high sitas Brawijaya Universi anxiety" is accepted. Since this study revealed the respondents who were collegesitas Bi students experienced high anxiety, it is better to overcome this situation as early Universitas possible. It needs the improvements of social relationship in classroom between sitas Brawijaya students and their peers, and also between students and teachers. Universit4.2.3 Correlation Willingness iv to sitas Brawijava Universitas BraThis section discusses about how the correlation between students' anxietysitas Brawijaya and willingness to communicate. In order to analyze the data, the researcher used Foreign Language Classroom Anxiety and Willingness to Communicate Universit questionnaire and distributed them to respondents, ersitas Brawijava Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

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rawijaya	University By using SPSS 20 software, the finding is presented on the following table		
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rawijaya	*. Correlation is significant at the 0.05 level (2-tailed).	Universitas	
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rawijaya	Sarwono (2009) described the interpretation of coefficient correlation as the same of the control of the contro		
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rawijaya	Universi 4. $>0.25-0.5$ = Sufficient	niversitas	
rawijaya	5. > 0 - 0.25 = Low	niversitas	
rawijaya	Universit 6. 0 = No correlation	hiversitas	
rawijaya	Universit	niversitas	
rawijaya	This study is aimed to report the correlation between foreign	language	
rawijaya			
rawijaya	Universitanxiety and willingness to communicate among English students of v	Universitas	
rawijaya	University program Universitas Brawijaya. The finding revealed that there was a co	orrelation	Rrawijay
rawijaya			
rawijaya	Universities between foreign language anxiety and willingness to communicate percuniversities B.	ceived by Universitas	
rawijaya	Universitäs Brawijaya. It is ind		
rawijaya	Universitas Braw	Universitas	Rrawijay
rawijaya	Universities Braw finding the result of significance value (p) which was 0.018. Account of the control of the c	ording to	Brawijay
rawijaya	University Sarwono (2009), the correlation between two variables is significant	Universitas	Brawijay
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rawijaya	Universit significance score (p) is below 0.05. On the other hand, there is no significance score (p) is below 0.05.		
rawijaya			
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya correlation if the score of p is more than 0.05. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Braccording to the result, the coefficient correlation score wa		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		
rawijaya	According to Sarwono (2009), the coefficient correlation was -0.289 inc	dicated as	Brawijay
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rawijaya	sufficient correlation (>0.25 - 0.5). Hence, the hypothesis three (H3) which is the correlation (>0.25 - 0.5).	ich stated Universitas	Brawijay
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universit "There is a correlation between anxiety levels and willingness to communicate of ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi English students of vocational program Universitas Brawijaya" is accepted. In itas addition, the result was negative; it indicated the relationship between variables Universitives contradictory. It occurred when variable X was up, and then variable Y was sitas Braw Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br ersitas Brawijaya Universitas Brawijaya University represented willingness to communicate. Universitas Brased on this result, it was concluded that there was a sufficient negative in correlation between foreign language anxiety and willingness to communicate. Universit This finding is supported by McCroskey and Richmond (1982) who stated that Universitas
Universitas willingness to communicate has tendency affected by individuals' anxiety. Sitas Willingness to communicate is considered as achievement in learning language. UniversitAs Horwitz et al (1986) stated that students who do not have believe insitas 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 Universithey have ability to raise their confidence and do not feel intimidating of peers or Universitas BraThis research has contrast between present study and two previous studies.sitas Brawijaya In current study, researcher focused on identifying the anxiety level and its correlation with the willingness to communicate. First previous study conducted roll as Brawijaya Universitas Brawijaya University Putri (2014) was to reveal the correlation between students' anxiety and a Br ersitas Brawijaya Universitas Brawijaya Univ Mahdi (2014) correlated the personality traits and willingness to communicate. Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universit However, the questionnaire adopted by this study was same with two previous Universitas Brawijaya Un Universitstudiesawijaya Universitas Brawijaya Universitas Brawijaya The finding of current study also showed how willingness to communicate University perceived by respondents. Willingness to communicate scale was designed that sit as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya context. Types of receiver refers to whom a person willing to communicate. They Universitare friends, acquaintances, and strangers. Furthermore, there are also four sitas communication context types. They are public speaking, talking in meetings, talking in small group, and interpersonal. This refers to where communication Universi takes place. In receiver type, English students of vocational program were found to Universithave more willingness to communicate with friends and strangers rather than sitas acquaintances. It was because the mean score of friend and stranger were Universit categorized as moderate level, while acquaintance was low level. By seeing this sitas Brawijaya Universi 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 Universithaving 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 Universi from King Khalid University had greater willingness to communicate with a Brawijaya friends. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya In context type, present study found that respondents had more willingness Injury to communicate in group discussion, meeting, and public speaking while the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universities second previous study found that participants more willing to communicate in Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitinterpersonal conversation. However, if these scores are referred to the WTC scalesitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya criteria, all of context types were categorized as moderate level. Thus, although Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	
rawijaya	Universi interpersonal conversation got the highest score, it does not mean they really have sit as Brawija
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rawijaya	tool for learners or lecturers to create learning strategies to increase the speaking Brawija
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rawijaya	Universit communicate of respondents. The score was got by measuring the mean score of Sitas Brawijas Universitas Brawijas
rawijaya	Universi receiver type sub score. The mean score of willingness to communicate wassitas Brawija
rawijaya	University A hiversity Brawija
rawijaya	51.79. Regarding the willingness to communicate scale criteria, this score University
rawijaya	Universit indicated low level since it was less than 52 score. In conclusion, respondents insitas Brawija
rawijaya	University Provides Provides
rawijaya	Current study had low level of willingness to communicate.  Universitas Brawijas
rawijaya	Universitas As English students, it is necessary to have high desire to communicate. Sitas Brawija
rawijaya	Universitas Universitas Brawija
rawijaya	Universit This is the basic thing they will use to work in the future. Based on current study, sitas Brawija
rawijaya	Universitas B it was found that willingness to communicate can be affected by apprehension. It
rawijaya	Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitis needed for learners to have less pressure circumstances in classroom to reducesitas Brawija
rawijaya	Universitas Brawija wijaya Universitas Brawijaya their willingness to communicate in
rawijaya 	Universitheir anxiety, in hope that it will stimulate their willingness to communicate in sitas Brawija
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rawijaya	Universi that have been discussed in the previous chapter and also suggestions for learners, sit	
rawijaya	teachers or lecturers, and also the next researchers	tas Brawijay
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Irawijaya Irawijaya	Universitas Brawing Based on findings as already discussed before, researcher pointed up some Universitas Brawing Based on findings as already discussed before, researcher pointed up some Universitate Brawing Brawi	as Brawijay
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rawijaya Irawijaya	Universit conclusions. First, English students of vocational program Universitas Brawijaya Universita	tas Brawijay
rawijaya	Universi experienced the three types of anxiety. They are the fear of negative evaluation,	
rawijaya		
rawijaya	test anxiety, and communication apprehension. According to mean score of each	tas Brawijay
rawijaya	Universitanxiety type, the fear of negative evaluation got the highest score. It means, sit	
rawijaya	Universit	tas Brawijay
rawijaya	respondents had worried when they were asked to speak English in front of	tas Brawijay
rawijaya	Universi classroom because they thought that others' would judge them negatively.	
rawijaya rawijaya	Universitas Universit However, other anxiety types cannot be neglected because the mean scores were	tas Brawijay
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rawijaya Irawijaya	Universities not too far. Communication apprehension toward people makes learners avoid the Universities Bra	tas Brawijay
rawijaya Brawijaya	Universit communication situation. Then, the test anxiety could affect the learners not focus	
rawijaya		tas Brawijay
rawijaya	Universit during the test. That is why researcher concluded that respondents experienced	as Brawijay
rawijaya	University three types anxiety. They are fear of negative evaluation, communication	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	as Brawijay
rawijaya	Universitapprehension, and test anxiety. This result accepted the hypothesis one (H1).niversit	as Brawijay
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rawijaya	Universi high. It seemed from their total score which was 100.12. According to Horwitz et	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit	as Brawijay
rawijaya	Universital (1986) this score is categorized as high anxiety. This result is in accordance	
rawijaya		tas Brawijay
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Universitas Brawijaya burden in language learning process and tend to have low desire to speak. By ersitas Brawijaya – Universitas Brawijaya – Universitas Brawijaya – Universit Universi seeing this study, the researcher concluded that anxiety is not merely caused by it as how long learners learn the foreign language. This study showed that even Universi English college students also felt high anxiety. The researcher also presumed that sit as BI Universitas Brawijaya researcher's hypothesis two (H2) on second research problem which stated Universi respondents have high anxiety level. Universities Bray, Third, current study found that foreign language anxiety and willingness to Universitionmunicate have negative sufficient correlation. It showed that the correlations Universi 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 Universit communicate is contradictory. When anxiety score is up, then the score of sitas willingness to communication is down. This finding accepted the researcher's University hypothesis three (H3) which stated "There is a correlation between students' Sitas Iniversi anxiety and their willingness to communicate of English students of vocational program Universitas Brawijaya. Universitas Br In addition, the researcher found the result from willingness communicate scale. This study revealed that respondents had no high willingness to communicate with three receiver types and four context types. In receiver ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bı Universi types, it was found that respondents had moderate level in communicating with sitas friend and stranger, while low level for acquaintance. In context type, this study found respondents had moderate level in group discussion, meeting, and public Universitas Brawijaya Universitas Brawijaya speaking, while low level in interpersonal conversation. Overall, the score of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitiess than 52 score. It is important for English students to have high willingness to sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi communicate in order to prepare their performance for their career in English as Brawijaya Universitas Brawijaya Universitas Brawijaya Universited. Thus, effective strategies are needed to stimulate their willingness to as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitcommunicate/a Universitas Brawijaya Universitas Brawijaya Universit 5.2 Braugestion Iniv Universitas BraThis present study raises some suggestions for students, lecturers, and next researcher. First, for students who experience anxiety should not feel discourage Universitor frustration. Those who have anxiety do not mean they cannot be successful Sitas Brawijaya Universi learners. Therefore, they should consider it. They need to increase their effort to sites B find strategies to ease their feeling in learning language and not to negatively Universit affect their willingness to communicate. Second, for lecturers, they have role to help students to deal with anxiety Universita Universit feeling. This present study gives real data about their students' anxiety and its Sitas Brawijaya impact to the willingness to communicate. They can develop their teaching strategies which can be used to reduce students' anxiety and stimulate their Universit willingness to communicate. It is necessary to create cheerful and less stressfulsitas Brawijaya atmosphere in classroom. Universitas Brathird, for the next researcher, it is needed to have other research dealing Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br University with another variable that can affect the willingness to communicate. It is better to sit as Brawijava ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univer conduct research about it since learners need to improve the awareness of having University 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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http://vokasi.ub.ac.id e-mail:vokasi@ub.ac.id PROGRAM PENDIDIKAN VOKASI rawijaya **Universitas Braw** Universitas Brawijaya rawijaya 2015 niversitas Brawijaya Nomor : 2330 /UN10.15/AK/2015 **Universitas Bray** 0 4 NOV Lampiran Universitas Braw Habya : Jawaban Permohonan Ijin Penelitian Universitas Brawijaya Universitas Brawija **Universitas Brawijaya** Kepada : Yth. Dekan Fakultas Ilmu Budaya Universitas Brawijaya Universitas Br Universitas Brawijaya **Universitas Brawijaya** rawijaya Menindaklanjuti Surat dari Dekan Fakultas Ilmu Budaya, Nomor: 2395/UN. Iniversitas Brawijaya 10.12/AK/2015, tanggal 23 Oktober 2015 tentang Permohonan Ijin Penelitian, dengan ini disampaikan bahwa pada prinsipnya kami tidak keberatan menerima hiversitas Brawijaya mahasiswa tersebut dalam surat untuk melaksanakan penelitian di tempat kami. rawijaya Demikian atas perhatian dan kerjasamanya, diucapkan terima kasih. rawijaya hiversitas Brawijaya rawijaya Universit Wakii Ketua Bidang Akademik niversitas Brawijaya rawijaya rawijaya Dr. Jr. Agus Soeprijanto, MS rawijaya Tembusan Kepada Yth: Universitas Brawijaya 1. Ketua Pendidikan Vokasi UB (sebagai laporan) **Universitas Brawijaya** 2. Arsip Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijay Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Univers tNUMBER	SITUATIONS	0 (never)-100(a	always)
rawijaya	University 1	Talk with a service station attendant.	1	Universitas Brawijay
rawijaya	Univers 2	Talk with a physician.	Six Y	niversitas Brawijay
rawijaya	Univers 3	Present a talk to a group of strangers.		Thiversitas Brawijay
rawijaya	University	Talk with an acquaintance while stand	ding in	Thiversitas Brawijay
rawijaya	University 4	line.	0	hiversitas Brawijay
	Univers t 5	Talk with a salesperson in a store.		<b>E</b> niversitas Brawijay
rawijaya	Univers ta 6	Talk with a police officer		Aniversitas Brawijay
rawijaya	Univers ta 7	Talk with a police officer.	- //	<mark>Univer</mark> sitas Brawijay
rawijaya	Universitas 8	Talk in a small group of strangers.	ne	Universitas Brawijay
rawijaya	Univers tas 10	Talk with a friend while standing in li Talk with a waiter/waitress in a restau		Universitas Brawijay
rawijaya	Univers tas 50	Talk in a large meeting of acquaintance		<del>Univer</del> sitas Brawijay
rawijaya	Univers tas 512	Talk with a stranger while standing in	7 AV2	<del>Univer</del> sitas Brawijay
rawijaya	Univers tas $\frac{12}{13}$	Talk with a secretary.	ille.	<del>Univer</del> sitas Brawijay
rawijaya	Univers tas Brawij	Present a talk to a group of friends	wijaya	Universitas Brawijay
rawijaya	Universitas Brawij	Talk in a small group of acquaintance	s. Tawijaya	Universitas Brawijay
rawijaya	Univers tas Brawij	Talk with a garbage collector	ersitas Brawijaya	Universitas Brawijay
rawijaya	Univers tas Brawij	Talk in a large meeting of strangers.	ersitas Brawijaya	Universitas Brawijay
rawijaya	Univers tas Rawij	Talk with a spouse (or girl/boyfriend).	ersitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Poawij	Talk in a small group of friends.		Universitas Brawijay
rawijaya	Universitas 20awij	Present a talk to a group of acquaintan		Universitas Brawijay
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rawijaya	Universitas Pravijas	Uni: Add sco	res for items	4, 9, 12; then c	livide by 3.	Universitas	Brawijay
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