

**AN ANALYSIS OF EFL COLLEGE STUDENTS' ANXIETIES IN  
LISTENING, SPEAKING, READING, AND WRITING SKILLS  
AT ENGLISH DEPARTMENT FBS UNP**

Thesis

*Submitted as a Partial Fulfillment of the Requirement to Obtain Bachelor Degree Of  
Education (B.Ed) in English Language Education Program.*



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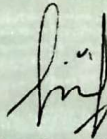
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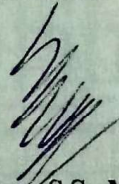
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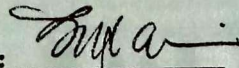
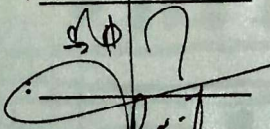
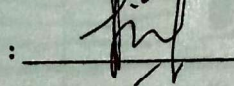
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## **Abstract**

This study aims to determine the level of listening anxiety, speaking anxiety, reading anxiety, and writing anxiety of EFL students in the English education study program at UNP and what factors influence it, along with how EFL students overcome their foreign language anxiety. This research employed four research instruments: Foreign Language Listening Anxiety Questionnaire (FLLAQ) adapted from Marzec-Stawiarska (2013), Foreign Language Speaking Anxiety Questionnaire adopted from Muhaisen (2012), Foreign Language Reading Anxiety Questionnaire adopted from Azhari Muhlis (2017), and Second Language Writing Anxiety Inventory (SLWAI) adopted from Cheng (2004). To support the data, interview was conducted to some of the respondents. The results of this study indicated that the majority of the English language education program students of UNP have a high level of foreign language anxiety in listening, speaking, reading and writing skill. It is highly recommended that teachers to be more innovative in making language skills classes more enjoyable and relaxing for students to accomplish better learning outcomes.

**Keywords:** *Foreign language anxiety, listening anxiety, speaking anxiety, reading anxiety, writing anxiety*



## Abstrak

Penelitian ini bertujuan untuk mengetahui tingkat kecemasan mendengarkan, kecemasan berbicara, kecemasan membaca, dan kecemasan menulis mahasiswa EFL pada program studi pendidikan bahasa Inggris di UNP dan faktor-faktor apa saja yang mempengaruhinya, serta bagaimana mahasiswa EFL mengatasi kecemasan berbahasa asing mereka. Penelitian ini menggunakan empat instrumen penelitian: Foreign Language Listening Anxiety Questionnaire (FLLAQ) yang diadaptasi dari Marzec-Stawiarska (2013), Foreign Language Speaking Anxiety Questionnaire yang diadopsi dari Muhaisen (2012), Foreign Language Reading Anxiety Questionnaire yang diadopsi dari Azhari Muhlis (2017), dan Second Language Writing Anxiety Inventory (SLWAI) diadopsi dari Cheng (2004). Untuk mendukung data tersebut dilakukan wawancara terhadap beberapa responden. Hasil penelitian ini menunjukkan bahwa sebagian besar mahasiswa program pendidikan bahasa Inggris UNP memiliki tingkat kecemasan bahasa asing yang tinggi dalam keterampilan mendengarkan, berbicara, membaca dan menulis. Sangat disarankan agar guru lebih inovatif dalam membuat kelas keterampilan bahasa lebih menyenangkan dan santai bagi siswa untuk mencapai hasil belajar yang lebih baik.

**Kata kunci:** *kecemasan bahasa asing, kecemasan mendengarkan, kecemasan berbicara, kecemasan membaca, kecemasan menulis*

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

Learning English means learning language components and language skills. Grammar, vocabulary, pronunciation, and spelling are examples of language components. There are four skills in English learning, they are listening, speaking, reading and writing. Those skills are important to be mastered without ignoring each other. In mastering these four skills, there are many factors that can influence students' performance in learning English. Anxiety is one main factor that may affect students' performance in learning English. Furthermore, every learner has a particular psychological situation when it comes to learning English. Students may experience anxiety as a result of emotional and physical stress.

Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system (Horwitz, 2001, p. 125). Anxiety manifests itself in the dread of negative feedback, the anxiety of making mistakes, and the fear of being judged by others who have a greater level of language mastery. This anxiety is related to learning English as a foreign language.

When studying a foreign language, many students express their anxiety. They claim to be unable to learn the language due to a mental impediment. One-third of all foreign language learners go through a condition known as language anxiety (Horwitz et al., 1986, p. 128). It is considered to be one of the most influential aspects in foreign language learning (Zhao, 2011, p. 22). It prevents learners from achieving their objectives and it also prevents foreign language learners from performing well in the target language (Hashemi & Abbasi, 2013, p. 640).

Learners may feel anxious about a variety of aspects of the teaching-learning process, including language complexity, speaking in front of other learners, the language class, peer behavior, taking examinations, and the speakers of the language they are learning, and so on. As a result, if learners are exposed to multiple unfavorable experiences in a foreign language situation, they may experience foreign language anxiety. Foreign language anxiety itself is the feeling of uneasiness and concern associated with second language settings (MacIntyre & Gardner, 1994, p. 284).

Anxiety plays a significant role in the learning of a foreign language and it has been a significant barrier to foreign language acquisition that students have overcome (Wu, 2010, p. 184). According to Lian & Budin (2014, p. 68), language anxiety is one of the major issues that cause students to perform poorly in spoken English. Anxiety is mental discomfort or disquiet brought on

by a fear of danger or catastrophe (Suleimenova, 2013, p. 1860). He also explained that excessive and exaggerated worry about everyday events is referred to as general anxiety. It's persistent anxiety that's unrealistic or out of proportion and it takes over and interferes with daily tasks including job, school, relationships, and social activities.

According to Santoso et al., (2013, p. 2) Language anxiety is recognized as an effective component in language learning. It is a complex psychological concept. It means that language anxiety has become one of the factors influencing language learning success, either in positive or negative ways. Affective variables like motivation, self-confidence, or anxiety play a facilitative role in second language acquisition. Students are worried about what others will think of them when they perform their English, the familiarity of the topic utilized in English learning, how low their accomplishment could be, and so on, regardless of their preparedness for learning that language. To sum up everything that has been stated so far, it can be concluded that no matter what the reason or level of anxiety, it will have an impact on students' performance and it does affect foreign language learning.

According to early study, many students believe that learning English is difficult. Some of them stated that although English is easy and enjoyable in theory, it requires more courage and is stressful in practice. They think it's "cool" to learn one of the world's languages. They are, however, terrified when

the teacher asks them to speak or answer questions directly. They are genuinely afraid of those students who have a better command of the English language than they do. They're also terrified of making mistakes when it comes to learning English. Explicitly, learning English becomes full of emotion as a result of the terrible experience described above.

Research by Fauziyah, (2015) conducted in SMK Negeri 3 Kota Tangerang showed that there is a negative significant correlation between students' anxiety and their English reading ability, with most students with higher anxiety having lower English reading ability and students with lower anxiety having higher English reading ability. Another study by Fitrinada et al. (2018) and the study by Kafryawan et al. (2021) showed that there was a fair negative correlation between students' anxiety and writing performance. Study by Wahyuni et al. (2019) showed that the level of students' writing anxiety is moderate. Contrary to the results of research from Rezaei & Jafari (2014) and S. Wahyuni & Umam (2017), where the results of these study indicated that students have a high level of writing anxiety. In addition, the findings of the research by D. Wahyuni et al. (2019) showed that the coping techniques employed by students to manage their writing anxiety are preparation, positive thinking, relaxation, peer-seeking, and resignation and the factors that contribute to students' writing anxiety are problems with topic choice, linguistic difficulties, and lack of writing practice.



Many previous studies stated that anxiety has a significant impact on foreign language acquisition. Study conducted by Fajri & Hikmah (2018) focused on the level of foreign language anxiety that students face when speaking and writing in a foreign language. This study showed that the students are never completely confident in themselves when speaking in a foreign language class and they are also worried about writing an essay in English since they know it will be evaluated.

Study by Marlina et al. (2021) showed that there was a positive correlation between EFL students' listening self-efficacy and their listening anxiety. However, the correlation is low, indicating that as a learner's level of listening anxiety rises, so does their level of listening self-efficacy and vice versa. On the other hand, the finding of the study by Hutapea et al., (2020) showed that there was no correlation between listening motivation and listening anxiety. This meant that if students had a high level of listening anxiety, it was conceivable for them to have a high or low level of motivation. Students who experience high anxiety in listening class do not rule out their listening motivation. It is possible that when they have high listening anxiety, they have high listening motivation as well. In other cases, when they had low listening anxiety, they likely had low listening motivation and high listening motivation.

Almost all of these studies focused on the causes of anxiety and the effects of anxiety on specific language skills. Researcher found that not so many

studies have examined the EFL students' anxiety levels in every aspect of language learning (listening, speaking, reading, or writing). Hence the researcher wants to determine if students' anxiety in one skill affects their anxiety in another competence. The researcher also wants to know which of the four aspect of language learning has the greatest impact on students' anxiety. Thus, researcher conducted preliminary research in November 2021. Preliminary study is a study conducted to find information needed by researchers so that the problem becomes clearer. A preliminary study was also conducted to explore the possibility of continuing research work. Before distributing the questionnaires, the researcher first distributed a preliminary research questionnaire to collect initial data (**see appendix 4**).

The result of the preliminary research showed that English department students at UNP are more anxious about their speaking skills, followed by writing, listening, and reading skills. Based on the results of preliminary research that has been conducted in November 2021, students' foreign language anxiety in each skill has different levels. The results also showed that most English department students have high levels of FL listening anxiety, speaking anxiety, and writing anxiety. For reading skill, students' anxiety level is moderate. The result of the preliminary research also showed that most English department students at UNP are most anxious about their speaking skills. It indicates that the students were never completely confident in themselves when

speaking. Thus, in this study, the researcher examined EFL college students' anxiety level in four language skills at the English Department at UNP, what are the factors that cause anxiety in EFL collect students in listening, speaking, reading, and writing skills, and also how EFL college students cope with foreign language anxiety.

## **B. Identification of the Problem**

Based on the background of the study, this research examined the following:

1. EFL college students' anxiety level in listening, speaking, reading, and writing skills at FBS UNP.
2. Factors causing EFL college students' anxiety in listening, speaking, reading, and writing skills.
3. How EFL college students cope with foreign language anxiety.

## **C. Limitation of the Problem**

The Researcher limits the study about an analysis of English as foreign language anxiety in language skills learning at English Department UNP, particularly students from English language education program. In this paper, the researcher focused on studying the foreign language anxiety level of English language education program students at UNP and to find what are the factors that cause anxiety in EFL collect students in listening, speaking, reading, and writing

skills, and also how EFL college students cope with foreign language anxiety in listening, speaking, reading, and writing skills.

#### **D. Formulation of the Problem**

Based on the background of the study, the researcher formulates the problem into the question “how is the anxiety level of EFL college students in listening, speaking, reading, and writing skill at the English language education study program at UNP?”

#### **E. Research Questions**

Based on the background of the study, the researcher formulates the problem of this research on the following research questions:

1. What is the level of EFL college students’ listening anxiety, speaking anxiety, reading anxiety, and writing anxiety in the English language education study program at UNP?
2. What are the factors causing EFL college students’ anxiety in listening, speaking, reading, and writing skills?
3. How do EFL college students cope with foreign language anxiety?

#### **F. Research Objectives**

Based on the research questions above, the objectives of this research are:



- a. To find out what is the level of EFL college students' listening anxiety, speaking anxiety, reading anxiety, and writing anxiety in the English language education study program at UNP.
- b. To find out what factors cause anxiety in EFL college students in listening, speaking, reading, and writing skills.
- c. To find out how EFL college students cope with foreign language anxiety.

### **G. Significance of the Research**

The significance of this research will be addressed as follows:

1. Theoretically, the study aims to improve teachers' and students' awareness of anxiety and how to deal with it.
2. Practically:
  - a) For teachers, in order to comprehend and efficiently diagnose signs of anxiety in students.
  - b) Learners will understand how to deal with anxious situations in a constructive manner.

### **H. Definition of Key Terms**

#### **a. Anxiety**

Anxiety can be defined as a condition of being apprehensive or concerned about something terrible that might happen. Anxiety is defined as excessive anxiety over every day events that is unrealistic or out of

proportion, and that dominates and interferes with daily functions such as job, school, relationships, and social activities (Suleimenova, 2013, p. 1860).

**b. Foreign language anxiety**

Foreign language anxiety is defined as feelings of tension and fear that are specific to foreign language contexts, such as speaking and listening, reading and writing and that significantly affects students' performance in the foreign language learning process and prevents foreign language learners from succeeding in the target language.