The Effect of English Language Anxiety on Speaking Performance
of English Department Students

Adji Pamungkas

English Education Department, Language and Art Faculty, Surabaya State University

adjipamungkas@mhs.unesa.ac.id

Abstrak

Banyak ahli yang menyatakan bahwa kegelisahan dalam mempelajari bahasa asing, dapat berdampak buruk pada kemampuan berbicara siswa selama proses belajar mengajar berlangsung. Secara umum, kegelisahan berbahasa asing dipertimbangkan sebagai efek buruk dalam pembelajaran suatu bahasa. Namun, secara berlawanan, banyak ahli yang mendapati bahwa kegelisahan berbahasa asing dapat meningkatkan motivasi siswa untuk menjadi lebih baik selama proses belajar mengajar. Sebelumnya, penelitian di bidang kegelisahan berbahasa asing telah dilaksanakan untuk mengetahui efek kegelisahan berbahasa asing pada siswa di kelas *academic speaking*. Dalam penelitian ini, sebanyak dua puluh tiga siswa (5 laki-laki & 18 perempuan) kelas *academic speaking A* berpartisipasi dalam penelitian ini. *Foreign Language Classroom Anxiety Scale (FLCAS)* digunakan untuk mengukur tingkat kegelisahan siswa. Kemudian, nilai dari *FLCAS* dikorelasikan dengan nilai ujian akhir sebagai representasi kemampuan berbahasa siswa. Dalam penelitian saat ini, data menunjukkan interelasi yang positif antara kegelisahan dengan kemampuan siswa. Meskipun demikian, beberapa hal lainnya perlu dilibatkan dalam penelitian ini untuk menjembatani perbedaan hasil penelitian antara penelitian saat ini dengan penelitian sebelumnya, yang secara umum mengindikasikan bahwa tingkat kegelisahan siswa menghasilkan korelasi negatif dengan nilai ujian akhir siswa.

Kata Kunci: kegelisahan berbahasa asing, kemampuan berbicara, motivasi siswa.

Abstract

Many scholars consider that foreign language anxiety has notoriously inverted students' speaking performance due to the learning of a target language. Foreign language anxiety has been majorly considered as debilitative factor due to language learning. On the other hand, however, some scholars have found that foreign language anxiety increased students' motivation to perform well due to the language learning process. In advance, a research in the foreign language area was conducted to reveal the effect of foreign language anxiety among students of academic speaking course at English Department of Universitas Negeri Surabaya. To date, twenty three students (5 male & 18 females) enrolled in academic speaking course A was participated in the study. The Foreign Language Classroom Anxiety Scale (FLCAS) was administered to measure students' anxiety level. The scores derived from the FLCAS were correlated with the students' final speaking grades. The computation indicated positive interrelation between students' anxiety and speaking grade. Nevertheless, some other issue need to be taken into account to explain the discrepancy research finding between the present study and previous study in which majorly indicated negative correlation among students' anxiety level with their final grades.

Keywords: foreign language anxiety, speaking performance, students' motivation

INTRODUCTION

Many researchers argued that foreign language anxiety mostly becomes the negative determinant underlies foreign language learning processes. Previous studies (e.g. Chappel, 2005; Agbalizu, 2006; Nimat, 2013) found that language anxiety can invert students' language performance which is indicated by the negative correlation between language anxiety level and students' language achievement (e.g. students' exam grades). Horwitz et al. (1986) attributed that language anxiety could trigger three aspects of anxiety which are the fear of oral communication, apprehension of test-failure, and negative perception of other's evaluation. Meanwhile, in response to the communication apprehension, McCroskey (cited in Xianping, 2003) and Horwitz (2001) argued that the fear of public speaking performance have played an important role of foreign language anxiety as it

deals with shyness and emotion of each individual when communicate each other by using the target language. Simply, students who feel anxious will tend to speak rarely and to withdraw them self from myriad oral activities in class (Xianping, 2003).

Meanwhile, according to MacIntyre (1997), language learners have a tendency to assess their own aptitude of language proficiency during the process of a foreign/second language acquisition. On the other hand, MacIntyre (1997) argued that language learners do sometimes overestimate or underestimate themselves in response to their language proficiency. Apparently, language learners who underestimate their-own foreign language aptitude will be highly-anxious students in a second/foreign language situation. Respectively, the anxiety of language resulted by the students' bias in self-assessment is closely related to the language apprehension in term of "situation specific anxiety" as already identified by MacIntyre et al. (1991). Moreover, the learners' reticence is closely related to the "test anxiety" as argued by Horwitz et al. (1986) as well. Hence, the researcher got interest to investigate the anxiety of language in the context of undergraduate students of English Department and it is hoped that the anxiety of language could be deflated from a foreign language acquisition process. However, a recent study, specifically related to academic speaking directly addressed to English Department students, is sparse to conduct yet.

REVIEW OF RELATED LITERATURE
Language Anxiety

Language anxiety has been argued as potential barriers of EFL students' willingness in affording foreign language acquisition, specifically English as a foreign language. Horwitz et al. (1986) specified language anxiety as the apprehension of feelings, behaviors, beliefs, and self-perceptions due to classroom language which is provoked by the uniqueness of undergoing process of target language learning. The process of foreign language learning is categorized as unique process since learners are required to attribute their speaking skill in a particular target language they have not mastered yet (Tsiplakides, 2009). Meanwhile, according to Naci et al. (2013), foreign language anxiety is related to a particular provoking language learning situation which is intuitively arise learners' anxiety. Thus, most students of EFL feel reluctant as language anxiety arising students' apprehension and negative reaction of individual's emotion (Xianping, 2003; Macintyre, 2007) when they are learning the target language or while using it. As a result, some empirical researches show that the anxious EFL speakers are more

unwilling to speak and having low performance on their foreign language speaking performance than non-anxious speakers (Aida, cited in Tsiplakides, 2009). Agbalizu (2006) proved that EFL learners apparently become anxious due to speaking activities by the time they were got to speak in the target language. Regarding to that case, Agbalizu (2006) added that language learners become anxious as they are afraid of losing face among peers caused by the apprehension of committing errors in oral performance. That is very common, as intuitively, EFL learners who experienced the English-anxious are actually hurdled by the communication apprehension (Xianping, 2003). Based on Xianping (2003) and Horwitz (2001) communication apprehension is manifested by the tendency of being silent and passive in public speaking or in dyads speaking chances. Moreover, Xianping (2003) argued that communication apprehension is likely caused by inadequate English speaking skill and negative perceptions of others'.

In addition, as highlighted by Maclntyre and Gardner (1991), anxiety obviously possesses potential hurdle of EFL students in acquiring, retaining, and producing a new language. However notoriously, yet the effect of foreign language anxiety attests a conflicting conclusion of its findings on EFL performance even though some advance measurement have been already done (Maclntyre & Gardner, 1991). Notoriously, MacIntyre et al. (1991) argued that for several years, yet the literature of language anxiety-field attests scattered findings as well as difficult to be interpreted. Regarding to that issue, Horwitz (1986) asserts that the absence of specific anxiety measurement of a language could obviously hamper the research finding on the relationship of anxiety to second language learning performance. Moreover, Horwitz (1986) added that nor empirical literature that substantiates obvious relationship between apprehension and learners' performance of the target language. Thus, for the sake of overcoming previous research findings discrepancy, the measurement of anxiety should not be only administered for individual's specific stimulus of language learning. Moreover in earlier study, MacIntyre & Gardner (1991) attributed that it is important to delineate former investigation findings related to three perspectives of types of anxiety. Those are trait, state, and conditional-specific anxiety in which the three of them have been well identified by Scovel (1978), Spielberger (1983), and MacIntyre at al. (1991).

Types of Anxieties

Previewing the earliest foreign language anxiety research, prompted since the mid-1960s &70s onward, attests that communication apprehension could notoriously interfere with learners' performance and

achievement of foreign language learning (Horwitz, 2001; Andrade & Williams, 2009). However at the time, the earliest researchers were also puzzled by the discrepancy of several research findings on the field of foreign language apprehension caused by the unspecific types of anxiety being measured (Scovel, 1978; Horwitz 1986). Aftermath, early studies of language anxiety substantiate no clear-cut findings related to the effect of anxiety onto students' achievement in a foreign language (Aida, 1994). Scovel (1978) and Andrade et al. (2009) suggest that studies of anxiety should be categorized based on its research fields, since not all types of anxiety deal with foreign language learning issue. During time lapse, a research on the field of foreign language anxiety continued to grow, and several types of language anxiety have been well identified.

Regarding to the classification of foreign language anxiety, the types of anxiety introduced by Scovel (1978), Spielberger (1983), MacIntyre at al. (1991), and Horwitz et al. (1986) have been majorly attributed as specific references of any anxiety issues in foreign language that going to be examined, and the details as follows:

a) Trait anxiety

Specifically, this kind of reticent refers to a person who frequently feels anxious in any situation. MacIntyre et al (1991) added that a person would be likely to become anxious as if he had high trait anxiety as well. Moreover, Eyesenck (cited in MacIntyre et al. 1991) argued that trait anxiety could notoriously impair a person's cognitive functioning in term of person's memory disruption, and it triggers person to be an "avoidance" personality.

b) State anxiety

State anxiety is simply considered as a transient apprehension which is triggered by a particular provoking-situation, e.g. particular important test. In other word, a person would be likely to experience state anxiety if he had a fear of particular situation (e.g. fear of math, reading loudly, etc.).

c) Situation-specific anxiety

MacIntyre & Gardner (1991) contented that conditional-specific anxiety is an advanced perspective of a state anxiety concept. Specifically, this anxiety is argued as persons' apprehension that consistently rises over time in dealing with particular given situation. In this case, the anxiety reaction of respondents is tested in a well-defined situation (e.g. public speaking, writing exam, etc.) to find out the

effect of respondents' reticent on language learning.

- Types of language anxiety proposed by Horwitz et al. (1986) are,

a) Communication apprehension

Learners who perceive this strain while communicating in the target language will apparently feel uncomfortable to speak in front of others, due to the lack of language skills, especially speaking and listening skills.

b) Fear of negative evaluation

Whoever foreign language learners, who experienced a fear of negative evaluation, they will tend to consider this kind of strain as a threat to their image among peers. Students will perceive that committing errors is kind of obstacle to master their target language, rather than consider it as a part of natural process of foreign language learning.

c) Test anxiety

Learners, who exhibit this kind of apprehension, will intuitively consider any kind of foreign language learning process as a part of testing themselves related to their foreign language proficiency, especially in oral production. Aftermath, learners, who experience test anxiety, would not perceive the process of language learning as a good chance to improve their communication skills.

METHODOLOGY

To deal with the research questions, the quantitative research is used as the research design. This research design was chosen since the research was administered to measure the scale of language anxiety of academic speaking course students. The Foreign Language Classroom Anxiety Scale (FLCAS) was administered to subjects of the study for the sake of attributing clear-cut result of students' anxiety degree measurement, since FLCAS is enabling foreign language researcher in overcoming the lack of validity in anxiety measurement to specific foreign language learning (Horwitz et al., 1986). Moreover, the students' final grade was also compared with their FLCAS result for clarifying students' achievement of speaking performance.

The college students enroll in fourth-semester English major was selected from English Department of Universitas Negeri Surabaya (UNESA). However, the number of subject chosen was totally 23 students enroll in the class of academic speaking classroom A. The researcher realizes that the number of sample size/respondent should be minimally 30 students in regard to the implementation of Likert-type scale of data.

However, the number of students in each class only 23 students, whereas the researcher had limitation of fund to conduct study in two classes.

The Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986) was administered to investigate the level of students' anxiety enroll in academic speaking class and to get a clear-cut of its effect on students speaking performance. Horwitz et al. (1986) contended that FLCAS could give sufficient data and valid measurement of apprehension to specific language learning. Practically, FLCAS is a kind of self-report measurement that assesses the level of anxiety and it substantiates the reflection of communication apprehension, test-anxiety and fear negative evaluation (Horwitz et al. 1986, p. 559). The FLCAS consist of 33 statements which depict learners' apprehension in foreign language learning, and it is scored on a 5-point Likert Scale, ranging from *strongly agree* to *strongly disagree.* As noted by Horwitz et al. (1986, p. 559)*,* one of the FLCAS sample item is stated as follows: "I never feel quite sure of myself when speaking in my foreign language class". Thus, Horwitz et al. (1986, p. 561) concluded that the FLCAS can be validly and reliably measured the foreign language anxiety level, and can improve our insight of the effect of anxiety on foreign language learning.

More specifically, the FLCAS consists of two kinds of items. The first item was positively worded which are indicated by FLCAS alternative number 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, 33. Meanwhile, the negatively worded items are indicated by number 2, 5, 8, 11, 14, 18, 22, 28, 32. Due to the negative items, the scoring was reversed, while the higher score indicated the higher anxiety level (Aida, 1994).

To collect the data, all the 23 students enroll in academic speaking class at Universitas Negeri Surabaya was asked to complete the questionnaire of Foreign Language Classroom Anxiety Scale (FLCAS). The researcher adapted Aida's (1994) modified instruction of FLCAS, in which subjects was asked to attribute their experiences in the previous English course, while responding the questionnaire. Therefore, the researcher has adapted Aida's (1994) instruction and replaces the term "Japanese course" with "English course". In detail, the instruction is stated as follows: "*… upon your experience in your last year's English course* (Aida, 1994)*".* Meanwhile, the researcher replace the term of "foreign language class" applied in the original FLCAS with "Academic Speaking Class". Thereby, the score of subjects' FLCAS can obviously reflect their anxiety in the previous foreign language speaking course which likely hamper their aptitude of the current speaking class.

Moreover, dealing with the distribution of FLCAS, the questionnaire was only distributed once on the meeting of the class. Specifically, researcher tends to distribute the questionnaire after all of the students have performed in front of the class at the previous meeting.

Meanwhile, for the sake of specifying students' anxiety of speaking performance, researcher evaluates students' speaking scores of their final class presentation. In detail, due to the scoring of students' speaking performance, researcher got the final scores from the lecturer of the class instead of taking the scores by himself. Then for each student, the speaking score derived from their class presentation were compared with the anxiety scores of the FLCAS of each student. Specifically, an anxiety score of the FLCAS of each student were derived from the thirty-three items ratings (Horwitz, 1986; Aida, 1994). In this case, the correlation of students' speaking score with their own FLCAS score is needed to assess the relationship between their English language anxiety and oral performance. According to this issue, researcher asserts hypothesis that students of academic speaking course A have negative relationship between their FLCAS scores and their final scores, respectively. Researcher considers language anxiety will negatively affect students' language performance achievement since many previous studies found the same issue.

Due to the data analysis, researcher used the statistical package for the social sciences (SPSS) 23.0 package software. The raw data was analyzed using non-parametric statistics techniques since the variables of the present study are measured on nominal and ordinal types of data. Moreover, non-parametric data analysis is appropriate to conduct a measurement of data that has very small samples/respondents. In detail, the number of respondents participated on this study are twenty three students enrolled in academic speaking course A.

In addition, for getting a clear cut result of language anxiety effects on students' achievement of speaking performance, the students' final exam scores and FLCAS scores were investigated. As the inquiry, a Pearson product-moment correlation statistic was chosen to examine the relationship between students' final exam scores and FLCAS scores. Specifically, correlation analysis is used to explain the linearity of two variables in regard to their relationship. Moreover, the data of current study had met the criteria for Pearson (r) correlation in which the data consists of two dependent variable (e.g. FLCAS & final exam scores) and one independent variable (e.g. sex; male & female).

RESULT AND DISCUSSION
Result
Students' Anxiety Level based on the FLCAS

To date, concerning about the anxiety level experienced by each student enrolls in academic speaking class A, the result of the FLCAS measurement is presented in the following Table.

Tabel 1. Students' FLCAS Result

FLCAS Items (N)	33
Overall Result (Mean)	102.78
Average Result (Mean)	3.10

Note: The mean score depicts the level of students' English language anxiety. Specifically, each item of the FLCAS is ranging from strongly agree to strongly disagree.

According to the descriptive statistics measurement of the FLCAS, the average mean score of all students response to each FLCAS item are found to be X=3.10. Interestingly, the average mean score of the present study is very similar to those of Elaldi (2016) in which X=3.10 in preparatory class. More specifically, in several alternative items of the FLCAS indicated that students likely did not feel anxious at much (the mean X<3.00) toward some specific situations stated in the questionnaire. Thus, it can be concluded that students in academic speaking class A, generally, experienced moderate anxiety level in which some of students have no big deals with the foreign language anxiety due to the learning process.

More specifically, the mean score of each item of the FLCAS alternatives opted by students ranged from X=2.17 to X=3.89. As stated by Horwitz (2008), the average mean score around 3 indicates that students are slightly anxious, while those who are less than 3 is considered as likely not very anxious. However, students with average mean score is 4 and above, they are classified into likely very anxious. Thus, regarding to the result, researcher concluded that, yet, each student enrolls in academic speaking class A likely not very anxious in facing academic speaking course. Therefore, it shows us that the level of anxiety experienced by the present study respondent indicated the low stats of language anxiety, since they may be able to overcome some debilitating factors of foreign language anxiety as highlighted by Young (1991) and Horwitz (1986).

The Effect of Language Anxiety on Students' Performance

Whether language anxiety affects students' performance, the Pearson Correlation statistic was conducted. The correlation analysis is used to examine the correlation of students' final exam scores and the FLCAS scores. In detail, the final exam scores taken into account was the result of students' final speaking test performance. Thus, the result can be used to interpret how language anxiety can affect students' performance. Meanwhile, due to the data set, the students' final scores were selected since many researchers primarily correlate it to measure students' language proficiency (Aida, 1994). Moreover, according to Horwitz (2001) the measurement of language anxiety and the uses of FLCAS have indicated consistent slightly negative correlation between final scores of language achievement and the FLCAS.

The correlation analysis using Pearson Correlation coefficient yielded a correlation (r)= .06, while the significance level (p)= .78. According to the result, the relationship between the total FLCAS score and the final exam score indicated a positive correlation in which (r) show positive direction. Moreover, the correlation, lower than .10, showed us that there was a small relationship between the total FLCAS score and the final exam score among students of academic speaking course A.

Regarding to the finding, yet, it can be concluded that foreign language anxiety did not affect students' speaking performance due to the learning process. Moreover, this finding told us that instead of debilitating students' achievement in class, the foreign language anxiety among academic speaking course A showed facilitating effect due to the learning process. Thus, highlighting all research questions of the study, the result shows interrelation each other. The research indicated that all students enroll in academic speaking class A had no big deal with foreign language anxiety. In regard, researcher asserts that foreign language anxiety did not debilitate students' achievement in term of speaking performance due to academic speaking course A. According to this issue, the further explanation is provided in discussion section.

Discussion

The purpose of this study was to reveal the effect of foreign language anxiety on achievement of speaking performance among English major students in academic speaking course A, at Universitas Negeri Surabaya. Some previous studies were taken into discussion since the result in this study showed contradictory result among the same fields of language anxiety research.

Language Anxiety Level among Students of Academic Speaking Class A

On the previous section, researcher has revealed that, in general, the average anxiety level among students in academic speaking A was 3.10. According to this result, the students' among academic speaking class A likely experience low anxiety level. Based on this issue, researcher also has analyzed the mean score between counterparts of academic speaking A. This is needed to specify the mean between counterparts for the sake of additional information about anxiety level among them.

Tabel 2. Anxiety Level among Counterparts

Anxiety Level among Males & Females Counterpart	Students (N)	Mean (X)	Standard Deviation
Males	5	98.40	5.77
Females	18	102.78	10.50
Total	23	101.82	9.73
Average Mean Scores in Isolation			
Males	5	2.97	
Females	18	3.09	

Note: The total mean scores derived from males and females students in isolation. The scores reflect students' level of language anxiety.

The English language anxiety level among counterparts was found to be 2.97 (males) and 3.09 (females). According to this result, both males and females students enrolled in academic speaking course A, interestingly, did not suffer language anxiety in severe level. Thus, the anxiety level among counterparts has highlighted the result of students' anxiety level in general in which showed moderate level.

Students' Anxiety Level in three anxieties determinant

According to Horwitz et al. (1986), foreign language anxiety denotes academic and social context evaluation due to doth performance. They emphasis that, specifically, foreign language comprises three factors; communication apprehension, test anxiety, and fear of evaluation. Horwitz (1986) and Horwitz et al. (1991) found these anxiety factors to be the major determinant that reflect students' feeling within the overall FLCAS alternatives. Whereas Aida (1994) found one more factor loading defined as *fear of failing Japanese Class* due to her study in term of anxiety in learning Japanese. However, in the present study, researcher found that there was no another factor loading reflected from the FLCAS, as did by Aida (1994).

According to the result of Horwitz's et al. (1986) three common foreign language anxiety, researcher

concluded that both males and females students in academic speaking class felt more anxious in demonstrating their speaking ability. The mean score of *communication apprehension* revealed that speaking is the most anxiety provoking among students in this course, in which the X was found to be 20.03. Whereas the second anxiety provoking factor was fear of negative evaluation (X=16.17), while test anxiety factor did not suffer students at much (X=9.18). Due to the score of three specific-anxiety situations proposed by Horwitz et al (1986), the result is presented in the following table.

Tabel 3. Students' Three Specific-Anxiety

Academic Speaking Course A	Students (N)	Mean (X)
Overall FLCAS		102
Communication Apprehension	23	20.03
Fear of Negative Evaluation		16.17
Test Anxiety		9.18

Note: The Total Mean Scores of the FLCAS underlie three factors loading of Language Anxiety Experienced by Students among Academic Speaking Course A.

According to the result, generally, students of academic speaking class A did not allocate foreign language performance as kind of test taking, however, they likely feel worry to make errors among their peers and to get negative evaluation by their lecturer. This finding, actually, showed difference result by the previous studies that indicated test anxiety as the most provoking situation (e.g. Horwitz, 1986; Elaldi, 2016). However, it is understandable that students felt worry in delivering their speech and waiting for their lecturer's evaluation. Eyesenck (1979) and Tobias (1986) stated that the point of foreign language learning is that students are required to demonstrate their foreign language competency directly in the target language. Thus, the lecturer can make evaluation over and assess their students' language proficiency, respectively.

Contradictory Relationship of Language Anxiety on Language Performance

Regarding to that issue, theoretically, MacIntyre & Gardner (1994) stated that language anxiety refers to the feeling of strains and apprehension which underlie second/foreign language context. They added that, specifically, language anxiety can interfere in speaking, listening, and learning. Moreover, Horwitz et al. (1986) pointed out that language anxiety is closely related to the second/foreign language that susceptible to language performance detriment. Thus, in previous studies, language anxiety was revealed to have negative

correlation over students' performance due to the learning process (e.g. Horwitz 1986; Aida, 1994; Salehi, 2014). More specifically, two indices of language achievement; language proficiency test & final grade, consistently have shown significant, negative correlation associated with language anxiety (Horwitz, 1986).

On the other hand, the result of the present study indicated non-significant, positive correlation between language anxiety and students' language performance. The correlation coefficient was found to be (r)= .06 by the significance level (p)= .78. According to that result, it can be said that language anxiety experienced by the students is defined to be likely facilitative factor rather than debilitative factor. However, according to Horwitz (cited in Salehi, 2014), all anxiety in the language learning context are considered as debilitative factor, since the relationship between anxiety and performance consistently has indicated negative correlation. Nevertheless, in several researches, language anxiety has found to be facilitative (Tobias, 1986; MacIntyre & Gardner, 1994; Oxford & Ehrman, 1995), since the result showed positive correlation.

According to this contradictory result, MacIntyre & Gardner (1994) stated that anxiety is closely associated with cognitive psychological perspective which can interfere in specific task performance. Furthermore, in previous study, Eysenck (1979) suggested a reconceptualization of anxiety interference on the cognitive performance. According to Eysenck (1979), the cognitive component of anxiety comprises worry, excessive task expectations and self-evaluations, and overlooks others' level performance. Therefore, highly anxious person tend to distract task-related and self-related cognition that susceptibly invert cognitive performance efficiency (MacIntyre & Gardner, 1994). Thus, it is understandable that previous studies asserted language anxiety tend to be debilitative rather than facilitative. However, Eysenck (1979) pointed out that highly anxious person, who aware of this decrement of language performance, tries to compensate the cognitive activities distraction by the increased effort. Theoretically, the main factor of person's effort expenditure was determined by the evaluation of task demands (Kahneman, cited in Eysenck, 1979). Eysenck (1979) added that task demands effectively engender both task-irrelevant and task-relevant information processing to allow anxious person allocate more effort than non-anxious person in task situations. He added, however, when anxiety either indicates to be facilitative or debilitative, the enhancement of effort must be considered due to language performance (see Eysenck, 1979). For example, previous report said that anxious students tend to study harder than non-anxious one but

the achievement seems to impair their enhanced effort (Horwitz et al. 1986).

Therefore, even though the research of language anxiety has been isolated into more specific kind of anxiety, differs from other fields of anxiety, however only small number of studies concerning its subtle effect (Horwitz, 1986; MacIntyre & Gardner, 1994). Eyesenck (1979) criticized that studies on foreign language anxiety broadly concern on the quality of students' performance, but still ignore its covert aspect on students' performance.

Regarding to the subtle effect of language anxiety, Tobias (1979, 1986) promoted the model of cognitive processes that comprises the three stages of model learning; *input, processing,* and *output,* which had been more examined by MacIntyre & Gardner (1994) in advance. The three stages of model learning underlie the more specific language acquisition processes within the cognitive activity. More specifically, Tobias (1979) stated that anxiety was classified into an affective factor, which indirectly affected cognitive processing on the learning.

According to Tobias (1979, 1986), the input component underlies the initial stimulus given in memory (e.g. instruction) which afterward represents the input items into attention, concentration, and encode (MacIntyre & Gardner, 1994). Processing stage denotes students' cognitive operation toward the subject matter (e.g. organization, and storage). Whereas output represents all students' cognitive performance due to retrieval of previous inputted items in memory. Due to output stage, thus, students' foreign language aptitude is required to be demonstrated, which is afterward can be measured by test scores, qualities of both free speech and verbal production, as well (MacIntyre & Gardner, 1994).

In advance, Tobias (1986) pointed out that the cognitive deficits in regard to the three stages likely cause difficulty for students to perform well, since the stages are interdependent. More specifically, deficits at two previous stages; the input and processing stages, can invert performance in foreign language learning in term of students' cognitive output. Therefore, MacIntyre & Gardner (1994) postulated that negative correlation between language anxiety and students' performance might be influenced by the three cognitive-stages deficits. In summary, the foreign language anxiety among students in academic speaking course A can be defined as moderate anxiety level which did not impair students' speaking performance due to the learning process. More specifically, the average anxiety scores on each students were found unaffected their final scores of speaking performance. The correlation showed positive direction with no significance difference between language anxiety and students' final scores. Therefore, in regard to this

research, language anxiety seems to facilitate students due to the learning process since the negative effect of language anxiety, as found in other studies, did not invert students' performance at much. According to this result, the three stages of cognitive process, proposed by Tobias (1979, 1986), should be considerably taken into account. Researcher asserts that students, enrolled in academic speaking course A, likely overcome deficits in cognitive process by having more preparation and study harder, as well. As stated by Eysenck (1979) students will tend to compensate their anxiety by having more effort which underlies cognitive processes. Therefore, it is possible to found that language anxiety, especially in the current study, likely facilitate or not much impairs students' performance rather than debilitates the quality of students' achievement.

CONCLUSION AND SUGGESTION
Conclusion

This study finally reveals that foreign language anxiety, in term of English, did not susceptibly invert students' language performance due to the learning process. According to their final scores, generally, students enrolled in academic speaking class A were able to overcome their fear of English learning. Nevertheless, yet, anxiety was found among students, but their anxiety was considerably as moderate anxiety. Moreover, according to the main determinant of this study, how foreign language anxiety affect students' performance, indicated non-significant, positive correlation. It can be asserted that anxiety faced by all students, interestingly, raised students' motivation to perform well. Therefore, this study indicated that language anxiety can facilitate students to overcome their fear of task demands and motivate them to perform well.

Meanwhile, the level of anxiety found among counterparts indicated reliable result of level of anxiety, as well. Even though female students feel more anxious than male counterparts, yet, anxiety level was also reported as slightly level of apprehension among students. In summary, researcher contended that foreign language anxiety, specifically, did not susceptibly incline each student's achievement due to language learning process of academic speaking course. Therefore, the findings in the present study have indicated a linear, interrelationship between language anxiety and counterparts, and students' language performance either. Both in specific and general result, students felt moderate level of anxiety which is specifically *communication apprehension* was found to be the most determinant worried by all students in academic speaking course A.

Finally, these findings have actually indicated contradictory result in regard to the same fields of the study. However, nevertheless, researcher could not judge that the current finding successfully ruled out the previous language anxiety phenomenon which indicated to be debilitative factor for foreign language learning. More specifically, Horwitz et al. (1986) asserts that psychologists have finally differentiated foreign language anxiety as the specific anxiety reaction, since anxiety in language learning context is different with anxiety in various situations. They added that the more subtle factors in the study of foreign language anxiety need to be considered, and not only emphasized on the quality of students' performance. Therefore, in regard to the contradictory result of language anxiety effect on language learning, some more factors loading need to be investigated in advance.

Suggestion

In the current study, researcher realized that the findings likely did not give sufficient information related to interferences of foreign language anxiety on students' language learning process. Few samples of respondents and limitation of FLCAS distribution (e.g. nor of distribution of questionnaire in pre-test & post-test) may give non in-depth information related to language anxiety reflection on academic speaking course achievement. Thus, researcher suggests the future studies to have more sufficient respondent which is later can be classified into the pre & post research of the study. Moreover, the later studies should consider the more subtle factors which likely underlie students' undergoing language learning processes. The pedagogical implication of the lecturer (Horwitz et al., 1986 & Young, 1992) and students' three stages model learning (Tobias, 1979 1986; Eysenck, 1979) will need to be incorporated into account of foreign language anxiety studies. In regard to the three stages model learning, each stage can be represented by a background questionnaire which covers all students' cognitive activities in term of *input, processing, output* processes.

Therefore, it is clear that the next studies will have more sufficient data related to the foreign language anxiety phenomenon. Moreover, whether language anxiety facilitates or debilitates students' language achievement, the findings can be postulated in more specific way, since language anxiety is kind of specific apprehension reaction correlated with cognitive, psychology, and other external factors (e.g. lecturer). Finally, as stated by Horwitz et al. (1986), language anxiety is kind of unique phenomenon which underlies foreign language learning processes. Thus, they added that, it would be wise, foreign language anxiety determinant should not only consider students' quality of performance. However, other subtle effects should be

incorporated into studies in order to clearly draw students' effort in term of foreign language learning.

REFERENCES

Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *The modern language journal*, *78*(2), 155-168.

Agbalizu, M. U. N. (2006). *How Does Anxiety affect Performance in a Foreign Language?*(Doctoral dissertation, The British University in Dubai (BUiD)).

Andrade, M., & Williams, K. (2009). Foreign language learning anxiety in Japanese EFL university classes: Physical, emotional, expressive, and verbal reactions. *Sophia Junior College Faculty Journal*, *29*(1), 1-24.

Elaldı, Ş. (2016). Foreign language anxiety of students studying English language and literature: A sample from Turkey. *Educational Research and Reviews*, *11*(6), 219-228.

Eysenck, M. W. (1979). Anxiety, learning, and memory: A reconceptualization. *Journal of research in personality*, *13*(4), 363-385.

Horwitz, E. (2001). Language anxiety and achievement.*Annual review of applied linguistics*, *21*, 112-126.

Horwitz, E. K., & Young, D. J. (1991). *Language anxiety: From theory and research to classroom implications*. Pearson College Div.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986).Foreign language classroom anxiety. *The Modern language journal*, *70*(2), 125-132.

Horwitz, E. K. (1986). Preliminary evidence for the reliability and validity of a foreign language anxiety scale.*TesolQuarterly*, *20*(3), 559-562.

Horwitz, E. K. (2008). *Becoming a language teacher: A practical guide to second language learning and teaching*. Boston, MA: Pearson.

MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language learning*, *44*(2), 283-305.

MacIntyre, P. D., Noels, K. A., & Clément, R. (1997). Biases in self-ratings of second language proficiency: The role of language anxiety. *Language learning*, *47*(2), 265-287

MacIntyre, P. D., & Gardner, R. C. (1991). Methods and results in the study of anxiety and language learning: A review of the literature. *Language learning*, *41*(1), 85-117.

MacIntyre, P. D. (2007). Willingness to communicate in the second language: Understanding the decision to speak as a volitional process. *The Modern Language Journal*, *91*(4), 564-576.

MacIntyre, P. D., & Gardner, R. C. (1989). Anxiety and second-language learning: Toward a theoretical clarification. *Language learning*, *39*(2), 251-275.

Marcos-Llinás, M., & Garau, M. J. (2009). Effects of language anxiety on three proficiency-level courses of Spanish as a foreign language. *Foreign Language Annals*, *42*(1), 94-111.

McCroskey, J. C. (1970). Measures of communication-bound anxiety.

McCoy, I. R. (1979). Means to overcome the anxieties of second language learners. *Foreign Language Annals*, *12*(3), 185-189.

Nimat, N. (2013). *An investigation of English language anxiety: experiences of undergraduate students in Bangladesh* (Doctoral dissertation, BRAC University).

Oxford, R. L., & Ehrman, M. E. (1995). Adults' language learning strategies in an intensive foreign language program in the United States. *System*, *23*(3), 359-386.

Salehi, M., & Marefat, F. (2014). The Effects of Foreign Language Anxiety and Test Anxiety on Foreign Language Test Performance. *Theory & Practice in Language Studies*, *4*(5).

Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language learning*, *28*(1), 129-142.

Spielberger, C. D. (1983). *Manual for the state-trait anxiety inventory*. Palo Alto, CA: Consulting Psychologists Press.

Tanveer, M. (2007). Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language. *University of Glasgow, Scotland*.

Tobias, S. (2013). Anxiety and cognitive processing of instruction. In *Self-related cognitions in anxiety and motivation*(pp. 45-64). Psychology Press.

Tobias, S. (1979). Anxiety research in educational psychology. *Journal of Educational Psychology*, *71*(5), 573.

Von Worde, R. (2003). Students' Perspectives on Foreign Language Anxiety. *Inquiry*, *8*(1), n1.

Woodrow, L. (2006). Anxiety and speaking English as a second language. *RELC journal*, *37*(3), 308-328.

Young, D. J. (1991). Creating a Low-Anxiety Classroom Environment: What Does Language Anxiety Research Suggest?. *The modern language journal*, *75*(4), 426-437.

Zhang, X. (2004).Language anxiety and its effect on oral performance in classroom.*Tesina de máster inédita. Xiangfan University (China)*.