

**THE CORRELATION OF FOREIGN LANGUAGE LEARNING ANXIETY
AND LANGUAGE LEARNING STRATEGIES AMONG STUDENT
TEACHER**

A Thesis

**Presented to Department of English Language Education as Partial
Fulfilment of Requirements to Obtain the *Sarjana* Pendidikan Degree in
English Language Education**



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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in quotations and references, as a scientific paper should

Yogyakarta, 5th June 2021

The Writer



Muh. Taufik Ramdhani

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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ

(fa inna ma'al-'usri yusrā, inna ma'al-'usri yusrā)

“Karena sesungguhnya sesudah kesulitan itu ada kemudahan, sesungguhnya sesudah kesulitan itu ada kemudahan” (Q.S. Al-Insyirah : 5-6)

الجمعة الإسلامية الأندلسية

DEDICATION

This thesis is dedicated to:

1. My beloved Dad, H. Taufikurahman and Mom, Hj. Nurhidayah who extend their endless support, my big brothers, Zidni Syukran and Ahmad Fadli Rahman, and my lovely sister Alisa Fitri. May Allah Blessed my family with endless happiness.
2. My thesis supervisor Ms. Intan Pradita, S.S., M.Hum. for her guidance, patience and her support. May Allah Blessed her with full of kindness.
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5. All those who help the author for the completing this thesis and whom I cannot mention one by one.

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Alhamdulillah rabbil 'aalamiin. All good praises belong to Allah SWT for His Mercy, Blessing and Help that enables the author to complete this thesis as part of the requirements for obtaining the *Sarjana Pendidikan* degree in English Language Education.

Firstly, a special gratitude I addressed to my beloved family. My parents, my brothers, and my little sister for their endless love and support. I also really appreciate the support from Al-Hanan family who has encouraged the author to complete this thesis.

Secondly, I would not have been able to complete this thesis without the help of so many people. Huge thanks goes to my supportive thesis supervisor Ms. Intan Pradita, S.S., M.Hum. without her guidance, patience, and support, I will not be able to finish this thesis. Huge thanks are also addressed to all of the lectures at English Education Department that have guided and supported the author during the first years as a student in English Language Education Department, Universitas Islam Indonesia.

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Last but not least, the author believes that this thesis far from perfect. Thus, advice and suggestions are important for the improvement. Hopefully this thesis can be beneficial for the readers.

Yogyakarta 30th June 2021

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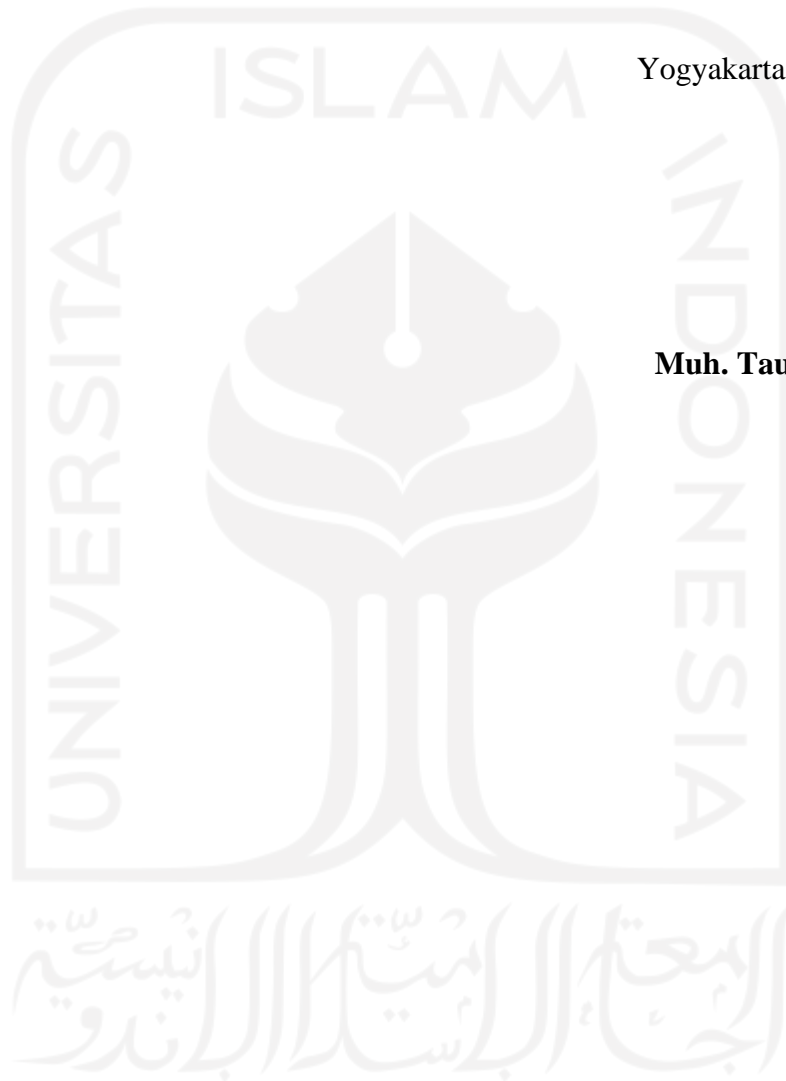


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ABSTRACT

Foreign language anxiety (FLA) and language learning strategies (LLS) have been extensively explored in both ESL and EFL contexts. However, there is little research correlating both of them conducted in EFL context. The present study aims at identifying whether there is correlation between foreign language anxiety (FLA) and students' language learning strategies (LLS) among students teachers in a private University in Yogyakarta, Indonesia. This study involved 80 students teachers. Horwitz's Foreign Language Classroom Anxiety Scale (FLCAS) (1986) and Oxford's Strategy Inventory for Language Learning (SILL) (1990) were used to conduct the survey. The data were analyzed using descriptive statistics. The result of this study showed that there is a correlation between FLA and LLS among Indonesian Pre-services English teachers indicated by Sig. (2-tailed) is $0,002 < 0,5$ and the pearson product moment is $0,344 > r$ Table (0,2172).

Keywords: *Foreign Language Anxiety, Language Learning Strategies, EFL contexts*

CHAPTER I

INTRODUCTION

This chapter covers the introduction of the study. It contains explanation of the background of study, formulation of the problem, objective of research and significance of study.

1.1 Background of study

Survey studies on foreign language learning anxiety have been extensively conducted in some previous research in EFL contexts. Foreign language anxiety (FLA) in many research is considered as a barrier in learning a second language. MacIntyre & Gardner (1994) conceptualized language anxiety as pressure feeling and apprehension in second language contexts, including listening, speaking, and learning. To provide a broader knowledge about anxiety, Horwitz (2001), found that students' negative emotional reaction is responsible of anxiety in learning language. However, Lucas, Miraflores, and Go (2011) propose that language learning strategies could help students to cope with their language learning anxieties. That is to say that although students have emotional factors, such as anxiety, it is possible to contribute in making students either a successful learner or not. Knowing so, it is necessary to also consider how the students then deal with those anxiety through their learning strategies whether that the learning strategies can help to cope with those anxiety or not.

Several studies that conducted in Indonesia on how the connection between anxiety and foreign language students found that there are still many students who experience anxiety in learning foreign languages (Abrar, 2017; Male, 2018, Kusumaningputri, etc, 2018; Subekti, 2018). Moreover, according to Male (2018), he found that most students were more anxious on learning writing skills followed by reading, speaking and listening skills. Further interviews conducted by Male (2018) on his respondents showed that several learning methods or learning strategies affect anxiety in learning a foreign language. Tanjung (2018) also found that there were many learning strategies that students used, and there were few or no students that only used single learning strategies in learning foreign languages, that also indicate many students already aware with learning strategies to use in learning foreign language.

Based on those studies anxiety is considered a common issue in foreign language learning especially in the classroom due to it can affect learners' performance and achievement in target language. Therefore, learning strategies can be used as a way to cope with foreign language anxiety due to the students that already aware to use learning strategies in learning foreign language. Knowing so the hypothesis in this study can be drawn as there is a relationship between Foreign Language anxiety and language learning strategies.

There have been many studies on the correlation between foreign language learning anxiety and language learning strategies (Shabani, 2015;

Mohammadi., et al, 2013). Negative correlation between foreign language learning anxiety and learning strategies has been reported in some studies that were conducted in Iranian EFL context (Shabani, 2015; Mohammadi., et al, 2013). This issue needs more exploration with different groups of learners in different contexts including in Indonesian EFL context since there is still little research that explores the correlation between anxiety and language learning strategies that conducted in Indonesia. Thus, the present study aims to identify if there is any correlation between foreign language anxiety and language learning strategies among students in pre-service language teacher education in a private University in Yogyakarta, Indonesia. The result of this study will help provide evidence on whether language learning strategies have relationship with foreign language learning anxieties.

1.2. Formulation of the study

The present study trying to answer the following question:

Is there any significant relationship between foreign language learning anxiety and language learning strategies among students in pre-service language teacher education in a private University, Yogyakarta, Indonesia?

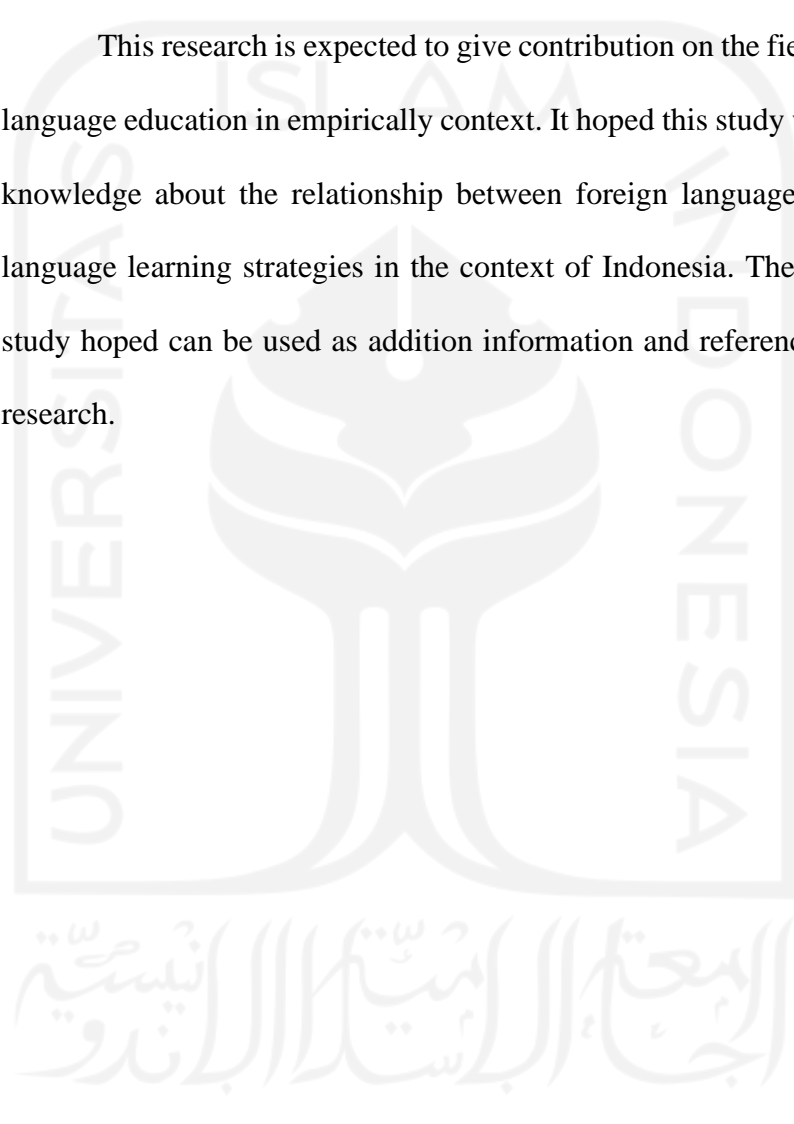
1.3 Objective of the study

The object of this study is to investigate the correlation between foreign language learning anxiety and language learning strategies among

students in pre-service language teacher education in a private University, Yogyakarta, Indonesia.

1.4 Significance of the study

This research is expected to give contribution on the field of English language education in empirically context. It hoped this study will be usefull knowledge about the relationship between foreign language anxiety and language learning strategies in the context of Indonesia. The result of the study hoped can be used as addition information and references for future research.



CHAPTER II

LITERATURE REVIEW

This chapter presents the literature review of the study. It covers theories about foreign language learning anxiety and the aspects, language learning strategies theories, review on related study and theoretical framework.

2.1. Foreign Language Anxiety (FLA)

Anxiety is expected to affect the students in many aspects in learning foreign language. There are also some psychological symptoms reported by some researchers as a result of anxiety in learning foreign language. An early study by Spielberger (1983), aspired him to characterize anxiety as a specific condition of stress, apprehension, nervousness, and concern correlated with the autonomic nervous system's arousal. In a further study conducted by Horwitz et al (1986), they defined anxiety as a complex self-perception, beliefs, feelings, and behaviour related to classroom language learning that arise due to the uniqueness of the language learning process. Horwitz et al (1986) also linked 3 aspects related to anxiety about learning a foreign language in a social and academic context, including communication apprehension, test anxiety, and fear of negative evaluation.

2.1.1 Communication Apprehension

Communication apprehension is a kind of shyness that represents fear or anxiety about communicating with people. Another indication of communication apprehension is difficulty of speaking in pairs or in

groups (oral communication anxiety), in public, also in listening to understanding an expression and spoken message in order to convey information.

2.1.2 Test Anxiety

Test anxiety is a type of performance anxiety characterized by a fear of failure. Horwitz et al (1986) found that frequent tests and quizzes in foreign language classes cause considerable anxiety in students, even students who are classified as the brightest students often make errors due to being test-anxious.

2.1.3 Fear of Negative Evaluation.

Horwitz et al (1986) classified Fear of negative evaluation as worry about people evaluation, avoiding evaluative situations, and self-perception of others would give negative comments. In the context of learning a foreign language in a social and academic field, it cannot be separated from evaluation. Continual evaluation reported is another cause of anxiety.

Students who experienced language anxiety may feel nervous or afraid due to self-perception of negative comments or too afraid to make some errors in the learning process. Pressure feeling and apprehension in second language contexts, including listening, speaking, and learning are also associated with language anxiety (MacIntyre & Gardner, 1994). To sum up, the language anxiety is characterized by worry and negative

emotional reactions in learning a foreign language that will affect a student's performance.

2.2 Language Learning Strategies (LLS)

Language learning strategies are support systems in learning a language. There were many learning strategies that students used, and there were few or no students that only used single learning strategies in learning foreign languages. Moreover, language learning strategies are also consequently used in purpose to help students acquire the language target or acquire the target knowledge. (Tanjung, 2018; Rubin, 1975). Similarly, Oxford (1993) conceptualized language learning strategies as explicit behaviours such as memorizing groups of words, encouraging themselves, or to have partner conversation, in order to improve second language proficiency in specific areas, or in overall. Shi (2017) provided further explanation, the more learning strategies used, the more the learner feels confident, motivated and self-effective. O'Malley and Chamot, (1990) developed three types of learning language strategies, first, metacognitive strategies including selective attention, planning, monitoring and evaluating learning activity. Second, cognitive strategies including rehearsal, organization, inferencing, summarizing, reducing, imagery, transfer, and elaboration, and the third is social strategies including cooperation, questioning for clarification, and self-talk. Further, Oxford (1990) classified language learning strategies into direct and indirect learning strategies.

2.2.1 Direct Strategies

Direct strategies dealing with basic language needs in specific activity and condition. Direct strategies categorize into memory strategies to recall the language information or to remember the new information, cognitive strategies for understanding the context of language and to produce the language, and compensation language for using or adopting the language even though there were gaps of knowledge.

2.2.2 Indirect Strategies

Indirect strategies refer to management of learning divided into metacognitive strategies for managing or organizing the process of learning, affective strategies for controlling the emotions, and social strategies for learning and interacting with the other students.

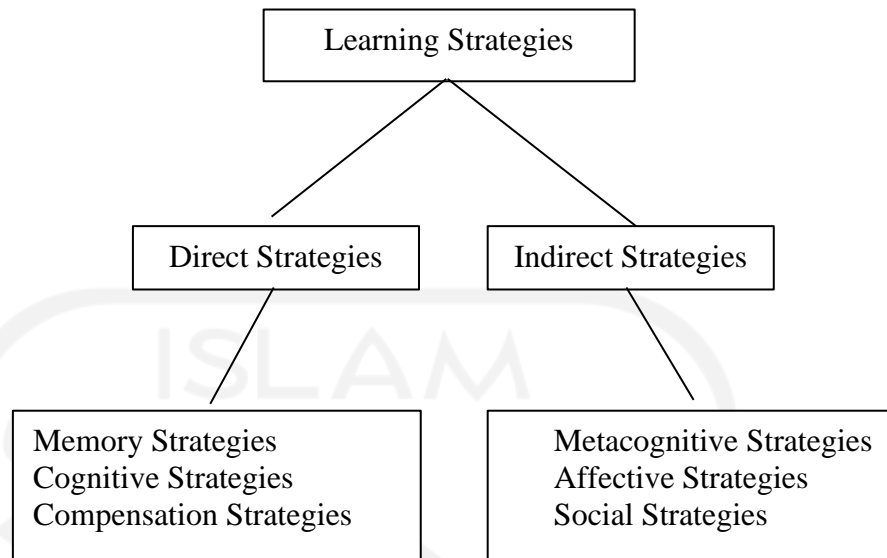


Figure 2.1 Classification of learning strategies by Oxford (1990)

Regarding that mentioned above. The conclusion can be drawn that language learning strategies are important for individual development since people have their own learning strategies. Moreover, there were many similar learning strategies theories that were mentioned by many researchers. Consequently, in this study the researcher focused on the main theory by Oxford (1990), that he classified learning strategies into two groups, direct and indirect learning strategies.

2.3 Empirical Review on Foreign Language Anxiety and its relation to their Learning Strategies

Current studies on correlation between foreign language anxiety and language learning strategies were conducted by Shabani (2015), this study aims to investigate the level of foreign language anxiety and the frequency of using language learning strategies. This study adopted 2 instruments,

FLCAS to determine the level of anxiety and SILL to determine students' learning strategies. There were 153 Iranian university students (51 males and 102 females) as the participants who were learning English as a foreign language. Shabani (2015) found that the overall students have moderate anxiety level and students tend to use all types of learning strategies where the learning strategy that is most widely used is metacognitive strategies. An interesting fact also found that the female students' anxiety was lower than male students. In conclusion, there is significant negative correlation between foreign language anxiety and language learning strategies found in this study. Moreover, gender also takes a part in influencing anxiety.

Similarly with the first study, the second study that was proposed by Mohammadi, et al. (2013) that was conducted on 85 students studying English at Islamic Azad University in Khorramabad, Iran. This study also reported there is a significant correlation between foreign language anxiety and language learning strategies, However, the correlation also found negative. Further, this study also found that the participants who used more learning strategies had lower English language classroom anxiety than the students who used less learning strategies that indicated by amount of $p < 0.01$. This finding is also supported by Tanjung (2018), that investigate about language learning strategies in Indonesian higher educational context, he stated that there were many learning strategies that students used, and there were few or no students that only used single learning strategies in learning foreign languages. Tanjung (2018) conducted a study on 122 English

department students who focus on language learning strategies in Indonesia higher education context, this study uses a descriptive survey research design and adopted SILL questionnaire to determine the learning strategies used by students. This study reported that students frequently used cognitive strategies ($M = 3.707$), followed by metacognitive strategies ($M = 3.857$), and compensation strategies ($M = 3.563$).

Contrast to the three previous studies, the research that was conducted by Abdurahman and Rizqi (2020), uses qualitative approach principles, this research trying to investigate what moments cause anxiety in students and identify coping strategies used by 5 participants. this study found that the students used several methods or strategies at the same time such as the use of preparation strategies and changes into relaxation strategies to cope with their anxiety.

Based on the previous study it can be drawn a conclusion. The students who experienced anxiety already aware that to cope with anxiety they need to equipped themselves with several learning strategies to survive in a learning foreign language.

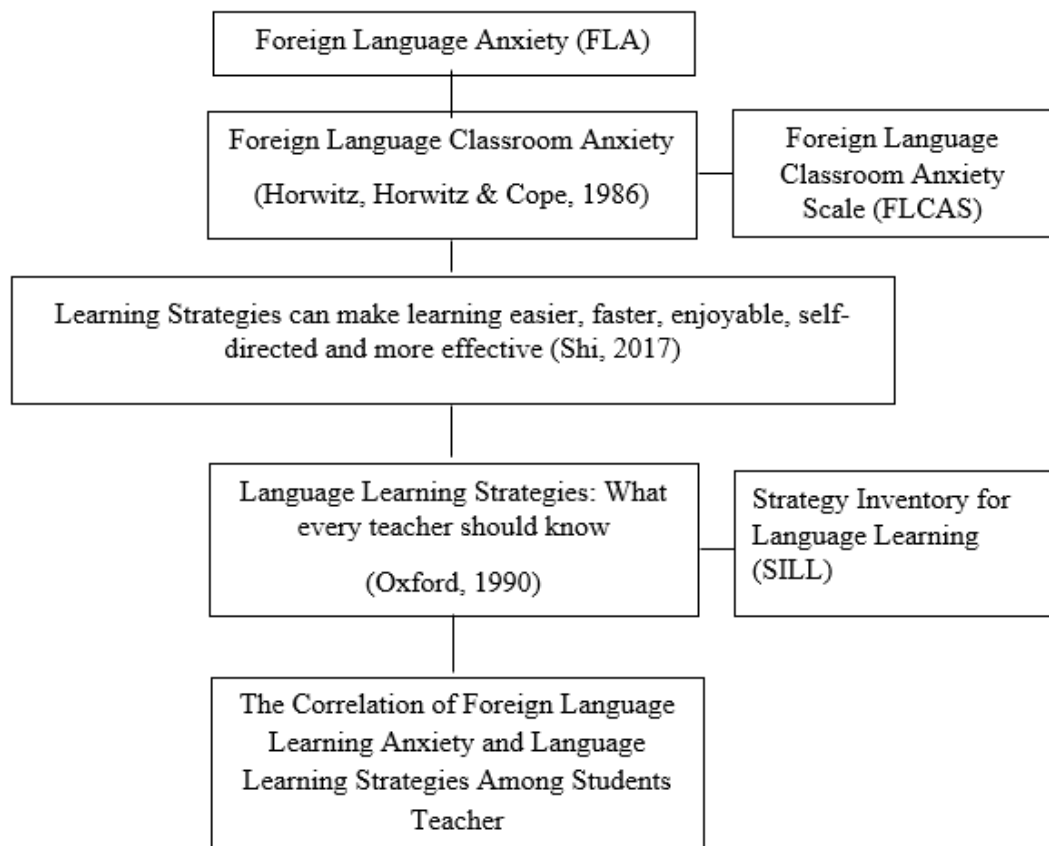


Figure 2.2 Theoretical Framework

CHAPTER III

RESEARCH DESIGN

This chapter shows the research design of the study. It covers the research design, research instrument, and data collection techniques.

3.1 Research Design

The purpose of this study is to find whether there is any correlation between foreign language anxiety and language learning strategies among students in pre-service language teacher education in a private University, Yogyakarta, Indonesia. This current study used a quantitative approach or numerical explanation of trends, attitudes or opinions of a population, by analysing a sample of that population, the quantitative approach used to evaluate the objective of the theory by analysing the relationships between the variables (Cresswell, 2014). It is also possible to know the correlation of two variables from the correlation coefficient. To investigate the relationship between foreign language anxiety and language learning strategies, the researcher used questionnaires as the instrument in this study followed the analysis data by using SPSS 23 (Statistical Package for the Social Sciences) and Microsoft excel.

3.2 Population and Sample

Students in the pre-service language teacher education batch 2017 were the population of this study. The population consists of 89 students in pre-service language teacher education at a private University. Furthermore, this study uses Stovin's formula to calculate the total sample of this study that shown below:

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{89}{1 + (89)(0,05)^2}$$
$$n = \frac{89}{1.225}$$
$$n = 72.653 \text{ or } 72 \text{ Student}$$

Information:

n = Number of samples

N = Population

e = Error rate (5% = 0,05)

The researcher used the Slovin formula with a 5% error rate to evaluate the number of samples to be used, and the calculation results show the minimum samples for this study is 72 students in the pre-service language teacher education batch 2017.

3.3 Research Instrument

There are two instruments that were used in this study, Foreign Language Classroom Anxiety Scale (FLCAS) to measure subjects' level of foreign language anxiety that was developed by Horwitz, et al (1986) and Oxford's (1990) Strategy Inventory for Language Learning (SILL), a questionnaire to assess students' language learning strategies.

3.3.1 Foreign Language Classroom Anxiety Scale (FLCAS)

FLCAS were used to collect the data on foreign language anxiety that was developed by Horwitz, et al (1986). It consists of 33 items that describe certain situations in experience language learning, it also distributed in translation Bahasa form. FLCAS divided into two statements which were positive and negative. The positive statement ranges from "Strongly agree" to "strongly disagree" with five points Likert scale range from 1-5. There are 9 items that are classified as positive statements in FLCAS which are 2, 5, 8, 11, 14, 18, 22, 28 and 32. While, the rest items which were 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31 and 33, counted as negative statement with five points Likert scale range from 5-1 followed with answer "strongly agree" to "strongly disagree". The FLCAS statement of classification will be listed as follows.

Table 3.1 FLCAS Statements Classification

Category	Statements
Positive	2, 5, 8, 11, 14, 18, 22, 28, 32.
Negative	1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, 33.

The respondent rated each item on a five-points Likert scale. Range from strongly disagree to strongly agree. However, according to the validity test on this questioner, the researcher found 5 of 33 questions are not valid. The result of the test shows the 5 items have less than the amount of r table (0,2172). Therefore, the 5 invalid items were eliminated and the last 28 questions distributed to the participants with .934 Cronbach Alpha

Table 3.2 FLCAS Scoring

Scoring					
Statement	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Positive	1	2	3	4	5
Negative	5	4	3	2	1

Table 3.3 FLCAS items of questionnaires

Component of Anxiety	Questionnaire Number
Communication Apprehension	1, 4, 9, 14, 15, 18, 24, 27, 29, 30, (32)
Test Anxiety	3, (5), 6, 8, 10, (11), 12, 16, 17, 20, 21, (22) 25, 26, (28)
Fear of Negative Evaluation	2, 7, 13, 19, 23, 31, 33

In this research to determine categorize level of anxiety the researcher implemented Azwar's (1993) formulation for categorizing subject/level or called hipotetic statistic that categorized the data through statistical calculations from the questionnaire used, the formulation divided into 3 levels, "low", "moderate", and "high". The formulation are as follows:

Table 3.4 Azwar level formulation (1993)

Formulation	Levels
$X < M - 1.SD$	Low
$M - 1.SD < X < M + 1.SD$	Moderate
$X > M + 1.SD$	High

Information:

X = Score

M = Means

SD = Std. Deviation

According to the formulation above the FLCAS levels result on this research, high anxiety with score more than 113, moderate level of anxiety between score 73-113, and little or no anxiety with score less than 73, the levels anxiety shown below:

Table 3.5 FLCAS Anxiety Level

Range	Level
>113	High
73 – 113	Moderate
< 73	Little or no anxiety

3.3.2 Strategy Inventory for Language Learning (SILL)

SILL that devolved by Oxford (1990) were used to collect the data on language learners' learning strategies. Consist of 50 items that already translated into Bahasa form version. It divided into six different elements: Memory strategies (9 items), cognitive strategies (14 items), compensation strategies (6 items),

metacognitive strategies (9 items, affective strategies (6 items) and social strategies (6 items). with 0,934. Cronbach Alpha.

Table 3.6 SILL items of questionnaires

Domain	Questionnaire Number
Memory strategies	1, 2, 3, 4, 5, 6, 7, 8, 9
Cognitive strategies	10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23
Compensation strategies	24, 25, 26, 27, 28, 29
Metacognitive strategies	30, 31, 32, 33, 34, 35, 36, 37, 38
Affective strategies	39, 40, 41, 42, 43, 44
Social strategies	45, 46, 47, 48, 49, 50

The respondents given score to each item on a five-points Likert scale range from 1-5. Respondents who chose “never true of me” represented 1, “usually not” represented 2, “somewhat” represented 3, “usually” represented 4 and “always” represented 5, The researcher use the total score that were calculated and refer to mean and standard deviation to determine the overall strategy that student use.

Table 3.7 SILL Scoring

Scoring					
Statement	Never true of me	Usually not	Somewhat	Usualy	Always
Point	1	2	3	4	5

3.4 Data Collection

There are two variables in this study, independent variable and dependent variable. In this study FLA is the dependent variable that affected the LLS as the independent variable. The data collection technique in this study uses two instruments that are Foreign Language Classroom Anxiety Scale (FLCAS) and Oxford's (1990) Strategy Inventory for Language Learning (SILL).

3.5 Validity, Reliability and Normality of the Data

The data were then analysed by using SPSS to measure the stability of the data. The tests included normality test, validity test, reliability test, and correlational test. The SILL and FLAS questionnaire results are displayed below:

3.5.1 Normality Test Result

Normality test conducted to determine whether the data that were distributed to the population normally distributed or not, the data were distributed normally if the coefficient score was $p > 0,05$. Otherwise, the data is not normally distributed if the coefficient score $p < 0,05$. In this research according to the normality test by using Kolmogorov-Smirnov test, the normality test for SILL questionnaires were distributed normally as represented by coefficient score $p = 0,166$, which indicated $p > 0,05$.

Table 3.8. SILL Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SILL	.090	80	.166	.959	80	.012

a. Lilliefors Significance Correction

Meanwhile for the FLCAS questionnaire Kolmogorov-Smirnov test also used to determine the normality of the data, the normality test result was distributed normally as represented by coefficient score $p = 0,200$, which indicated $p > 0,05$.

Table 3.9. FLCAS Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
FLCAS	.062	80	.200*	.972	80	.077

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

3.5.2 Validity Test Result

To determine the validity of the data, the researcher calculated the data by using SPSS. The result of validity test for SILL questionnaire that consist of 50 items are as follows:

Table 3.10. SILL Distribution Validity Test

Item	Pearson Correlation	R-Table (N=80)	Criteria
Item 1	0,400	0.2172	Valid
Item 2	0,492	0.2172	Valid
Item 3	0,425	0.2172	Valid
Item 4	0,387	0.2172	Valid
Item 5	0,325	0.2172	Valid
Item 6	0,379	0.2172	Valid
Item 7	0,498	0.2172	Valid
Item 8	0,308	0.2172	Valid
Item 9	0,387	0.2172	Valid
Item 10	0,469	0.2172	Valid
Item 11	0,287	0.2172	Valid
Item 12	0,517	0.2172	Valid
Item 13	0,602	0.2172	Valid
Item 14	0,443	0.2172	Valid
Item 15	0,586	0.2172	Valid
Item 16	0,647	0.2172	Valid
Item 17	0,436	0.2172	Valid

Item 18	0,503	0.2172	Valid
Item 19	0,422	0.2172	Valid
Item 20	0,526	0.2172	Valid
Item 21	0,528	0.2172	Valid
Item 22	0,455	0.2172	Valid
Item 23	0,425	0.2172	Valid
Item 24	0,557	0.2172	Valid
Item 25	0,496	0.2172	Valid
Item 26	0,352	0.2172	Valid
Item 27	0,393	0.2172	Valid
Item 28	0,431	0.2172	Valid
Item 29	0,488	0.2172	Valid
Item 30	0,566	0.2172	Valid
Item 31	0,537	0.2172	Valid
Item 32	0,539	0.2172	Valid
Item 33	0,603	0.2172	Valid
Item 34	0,504	0.2172	Valid
Item 35	0,610	0.2172	Valid
Item 36	0,635	0.2172	Valid
Item 37	0,482	0.2172	Valid
Item 38	0,550	0.2172	Valid
Item 39	0,500	0.2172	Valid
Item 40	0,645	0.2172	Valid
Item 41	0,517	0.2172	Valid

Item 42	0,504	0.2172	Valid
Item 43	0,519	0.2172	Valid
Item 44	0,643	0.2172	Valid
Item 45	0,538	0.2172	Valid
Item 46	0,470	0.2172	Valid
Item 47	0,556	0.2172	Valid
Item 48	0,520	0.2172	Valid
Item 49	0,563	0.2172	Valid
Item 50	0,568	0.2172	Valid

According to the table below the result of the data that calculated using SPSS by the researcher, it showed 5 of 33 item of FLCAS questionnaire were invalid are as follows:

Table 3.11. FLCAS Distribution Validity Test

Item	Pearson Correlation	R-Table (N=80)	Criteria
Item 1	0,640	0.2172	Valid
Item 2	0,504	0.2172	Valid
Item 3	0,725	0.2172	Valid
Item 4	0,775	0.2172	Valid
Item 5	0,014	0.2172	Invalid
Item 6	0,605	0.2172	Valid
Item 7	0,757	0.2172	Valid

Item 8	0,367	0.2172	Valid
Item 9	0,702	0.2172	Valid
Item 10	0,799	0.2172	Valid
Item 11	0,002	0.2172	Invalid
Item 12	0,754	0.2172	Valid
Item 13	0,627	0.2172	Valid
Item 14	0,333	0.2172	Valid
Item 15	0,290	0.2172	Valid
Item 16	0,651	0.2172	Valid
Item 17	0,521	0.2172	Valid
Item 18	0,474	0.2172	Valid
Item 19	0,596	0.2172	Valid
Item 20	0,706	0.2172	Valid
Item 21	0,539	0.2172	Valid
Item 22	0,118	0.2172	Invalid
Item 23	0,780	0.2172	Valid
Item 24	0,754	0.2172	Valid
Item 25	0,710	0.2172	Valid
Item 26	0,598	0.2172	Valid
Item 27	0,856	0.2172	Valid
Item 28	0,125	0.2172	Invalid
Item 29	0,767	0.2172	Valid
Item 30	0,569	0.2172	Valid
Item 31	0,804	0.2172	Valid

Item 32	0,146	0.2172	Invalid
Item 33	0,755	0.2172	Valid

3.5.3 Reliability Test Result

Reliability demonstrates the consistency of measure (Heale and Twycross, 2015). The instrument indicated as reliable when the instrument produces more than once the same amount of data in different participants.

In this research the SILL questionnaire presented in Indonesian translation and SPSS were used to analyse the reliability. According to the table below the result showed the Cronbach alpha value is 0.937 which indicates the questionnaire is excellent and reliable.

Table 3.12. SILL Reliability Test

Cronbach's Alpha	N of Items
.934	50

Similarly, the FLCAS questionnaire presented in Indonesian translation and analysed by using SPSS to determine the reliability of FLCAS, the table below showed the Cronbach alpha value for FLCAS is 0.949 that also indicated the questionnaire are excellent reliable.

Table 3.13. FLCAS Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.949	28

3.6 Data Analysis

Data analysis was used statistical analysis of assumption tests followed by normality and correlation tests. The data analysis program used is SPSS (Statistical Product and Service Solutions) version 23.0.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the finding of the study and its discussion. It covers research findings, demography result, correlation analysis, level of anxiety, overall result of learning strategies and discussion.

4.1 Research Findings

After doing series of statistical tests, the explanation will be briefly present. The findings of this research are presented in the tables below:

4.1.1 Demography Result

The participants who filled in the survey was depicted in the chart below:

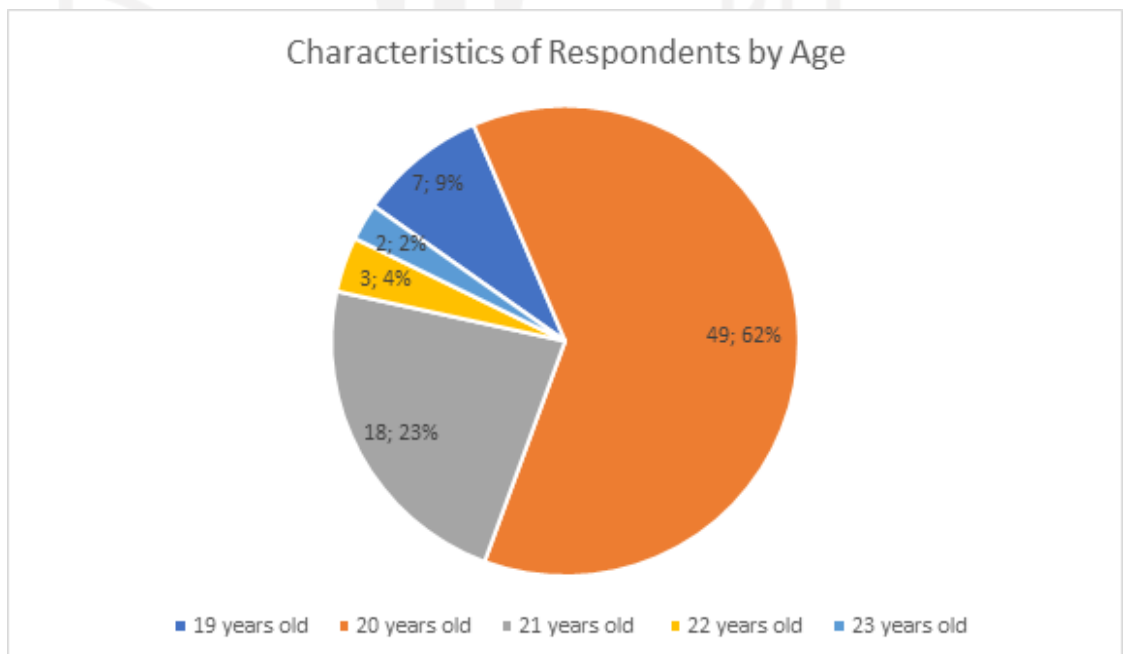


Figure 4.1. Characteristics of Respondents by Age

Figure 1 shows that there were 80 total responders who had already finished the questionnaire. 7 (9%) respondents aged 19 years old, 49 (62%) respondents aged 20 years old, 18 (23%) respondents aged 21 years old, 3 (4%) respondents aged 22 years old, and 2 (2%) respondents aged 23 years old.

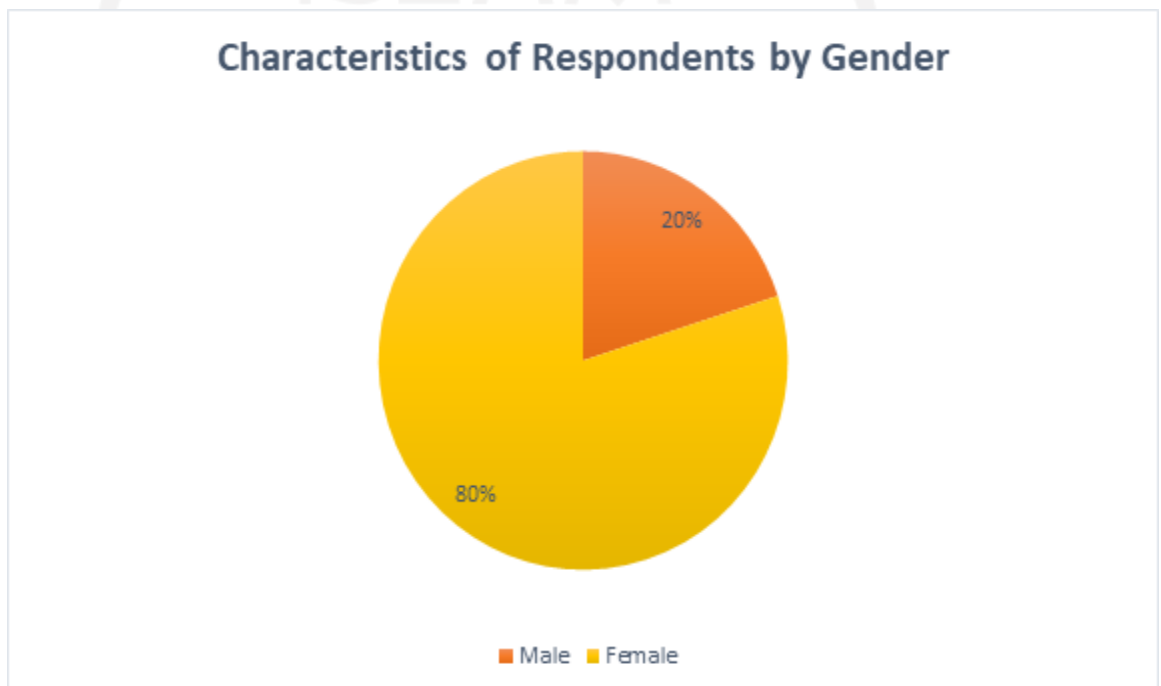


Figure 4.2. Characteristics of Respondents by Gender

Figure 4.2 showed the characteristics of respondents by gender, from 80 total of respondents that were 64 (80%) Female and 16 (20%) Male.

4.1.2 Correlational Analysis

Correlation tests aim to examine research hypotheses whether they are accepted or rejected. The Pearson Product Moment Formula is used in this study to determine the association between the two variables.

Table 4.1. Correlation Result

		SILL	FLCAS
SILL	Pearson Correlation	1	.344**
	Sig. (2-tailed)		.002
	N	80	80
FLCAS	Pearson Correlation	.344**	1
	Sig. (2-tailed)	.002	
	N	80	80

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation result shows Sig. (2-tailed) value between foreign language anxiety and language learning strategies is $0,002 < 0,5$ that indicates there is a significant correlation between both variables. Moreover, the correlation value result according to the Pearson product moment is $0,344 > r$ Table (0,2172). Thus, it can be concluded that there is a correlation between FLA and LLS.

4.1.3 Level of Anxiety

Table 4.2. FLCAS Anxiety Level

Range	Level
>113	High
73 – 113	Moderate
< 73	Little or no anxiety

There are three levels of anxiety in this research, high anxiety with score more than 113, moderate level of anxiety between score 73-113, and little or no anxiety with score less than 73. FLCAS was distributed to students in translated form. Students' anxiety scores were calculated after receiving the questionnaire. Table 1 shows the data from the FLCAS instrument, which represents the total scores of students.

Based on the chart below, the overall students have moderate anxiety as shown with 53,75% (43 Students), following with low anxiety with 41,25% (33 students) and high anxiety 5% (4 students).

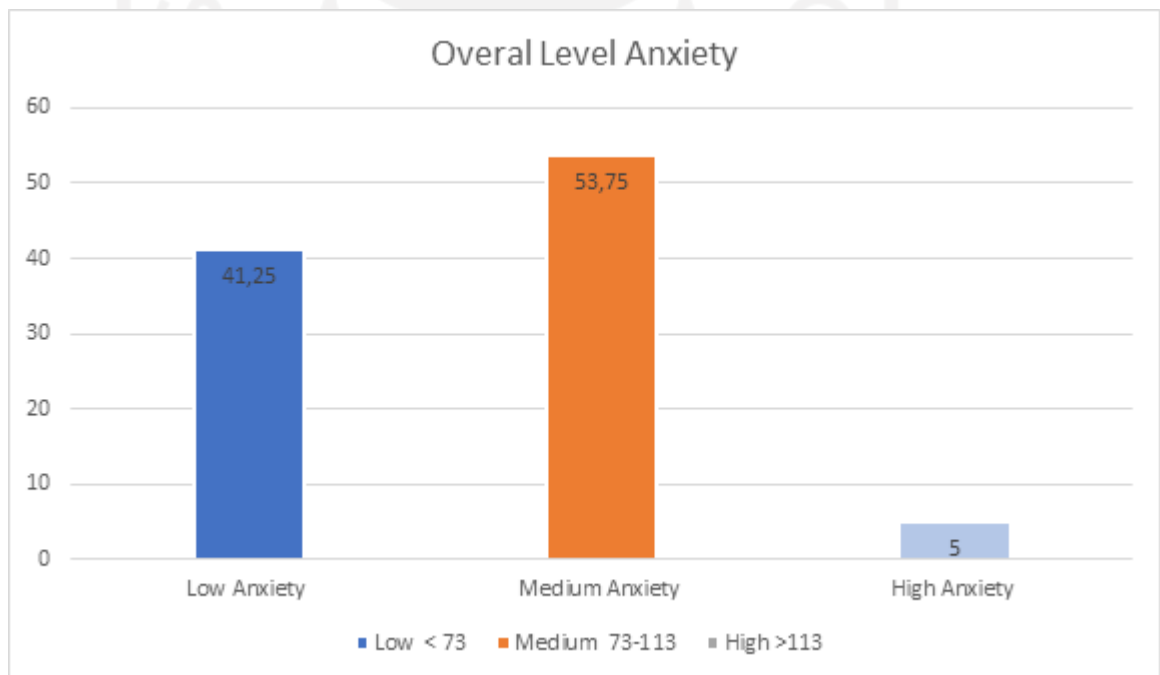


Figure 4.3. Overall level anxiety Chart

4.1.4 Overall Result of learning Strategies

SILL that devolved by Oxford (1990) is divided into six different elements: Memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. Based on 80 totals of respondents, the result shows that there are 18% use memory strategies, 28% cognitive strategies, 12% using compensation strategies, 19% using metacognitive strategies, 12% using affective strategies, and 11% using social strategies.

Based on the chart below, it can be seen that the respondents in this study mostly use cognitive strategies in learning foreign languages, followed by metacognitive strategies, memory strategies, affective strategies, compensation strategies, and social strategies.

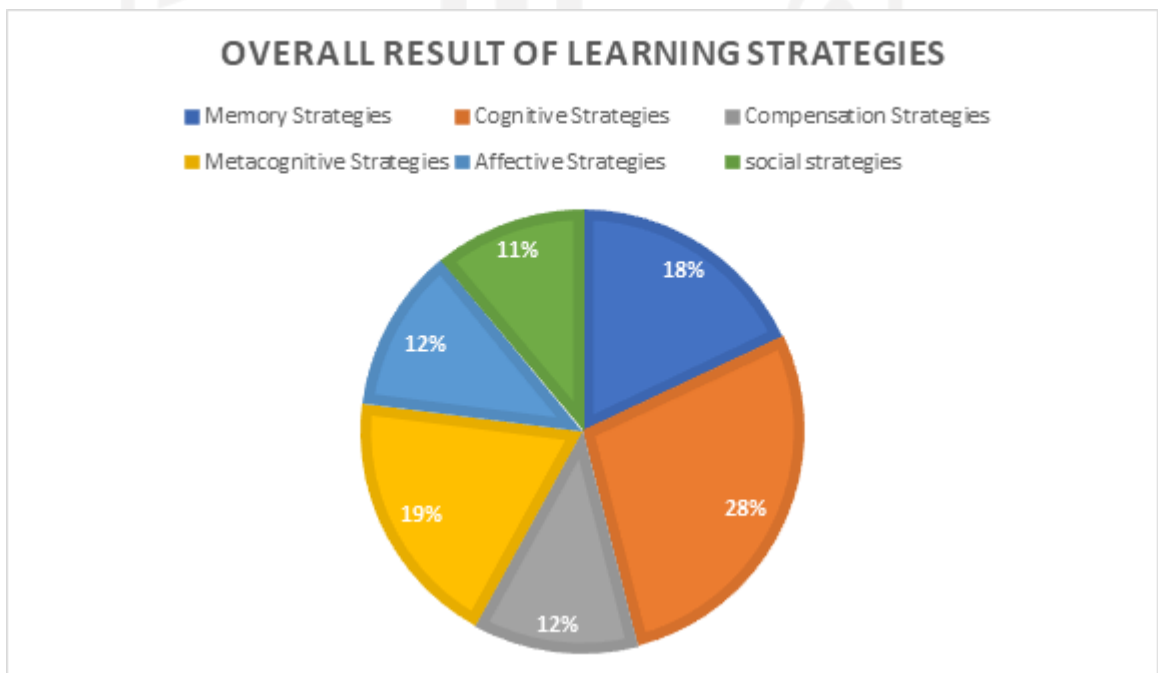


Figure 4.4. Overall Result of Learning Strategies Chart

4.2 Discussion

To respond to the research question in this study about, Is there a significant correlation between foreign language anxiety and language learning strategies among students in pre-service language teacher education at a private university in Yogyakarta, Indonesia? Based on the result of analysis data, it can be concluded that there is a positive correlation between foreign language anxiety and language learning strategies and it shows a significant correlation regarding the correlation result values shows Sig. (2-tailed) is $0,002 < 0,5$ and the pearson product moment is $0,344 > r$ Table ($0,2172$). A positive correlation is a relationship between 2 variables where an increase in one variable causes an increase in the value of the other variable. Or vice versa, it's also known as unidirectional relationship. It means as the FLA increases, the use of learning strategies also increases.

MacIntyre & Gardner (1994) conceptualized language anxiety as pressure feeling and apprehension in second language contexts, including listening, speaking, and learning. To provide a broader knowledge about anxiety. according to Marwan (2008) he states that, lack of planning, lack of trust, and fear of failing the class are all major contributors to foreign language anxiety among students. The researcher found that there is only a few students were found to have high level of foreign language anxiety 5% (4 of 80 students), 41,25% (33 of 80 students) were found have low level of foreign language anxiety, and as overall dominated by moderate level of anxiety 53,75% (43 of 80 students). There have been many studies that have found that language anxiety is classified as a barrier for foreign language learning. Anxiety may cause students to become more frustrated, lose

confidence in their abilities, avoid classroom activities, give up on learning a language, reduced motivation to learn, and have an impact on physical and mental health (Shabani, 2015; Zhang, 2020). On this current study the researcher found that the half over of the respondents which is 53,75% (43 of 80 students) and 5% (4 of 80 students) who classified has moderate and high level of anxiety may experience some of them. On the other hand, the study that was conducted by Horwitz (1986) found that in learning foreign languages, anxiety can have a positive impact in some terms of condition such as increasing the attention of the way of learning. This statement may experience by 41,25% (33 of 80 students) that classified has low level of anxiety that they already aware and take positive way to view anxiety as the way to increasing the attention of learning, in further explanation, language anxiety can facilitate anxiety through increasing motivation for better effort in learning a language.

In the previous study, the students considered using many learning strategies to cope with anxiety while learning foreign languages (Abdurrahman & Rizqi, 2020; Tanjung, 2018; Eysenck, 1979). The student that already aware with learning strategies to cope with anxiety may experienced less anxiety than the other student. Therefore, learning strategies could be the way to help the student to cope with their language learning anxieties (Lucas, Miraflores, and Go, 2011).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter summarizes the study based on the findings of the previous chapter's research and makes recommendations for future study. It covers the conclusion and suggestion.

5.1 Conclusion

Based on the result of the previous discussion, it can be concluded that there is a positive significant correlation between foreign language anxiety and language learning strategies among student teachers. A positive correlation is a relationship between 2 variables where an increase in one variable causes an increase in the value of the other variable. It means the learning strategies increased along with students' anxiety. These findings suggest that the students were equipped or introduced with learning strategies since the first year to minimize the impact of anxiety in the future. However, this study is only involved at English education department Universitas Islam Indonesia. Therefore, hopefully in further studies it can be conducted in a larger range of scope to get a wider variety of data.

5.2 Suggestion

For further researchers, it is hoped that the study can be conducted with a similar type in a wider population to gain more variety of the data, Moreover, the further research also hoped that can be investigated which

learning strategies are the most effective to cope with anxiety. In addition, some suggestions can be addressed to research participants, the participants can use more than one learning strategies to cope with their anxiety in learning a foreign language.



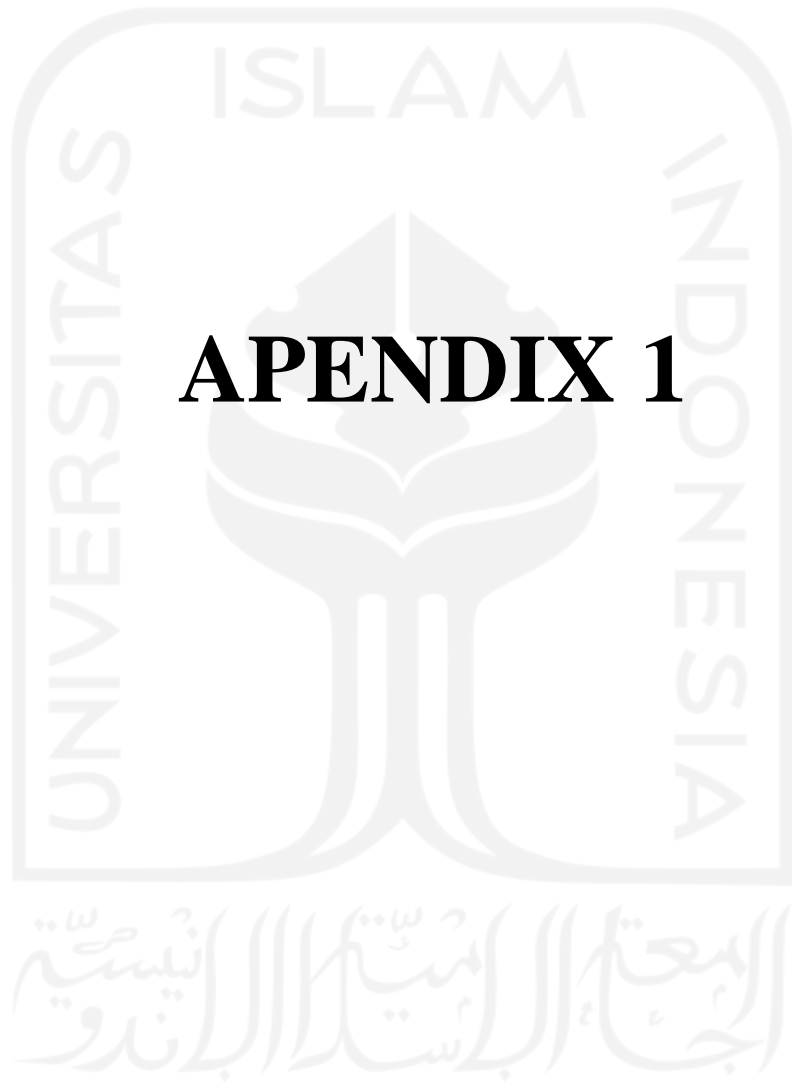
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APENDIX 1

SILL Questionnaire

Nama :

Jenis Kelamin :

Usia :

Pilihlah salah satu jawaban dibawah ini pada salah satu kolom sesuai dengan kode kuisisioner

Kode kuisisioner

1 : Tidak pernah

2 : Jarang

3 : Kadang-kadang

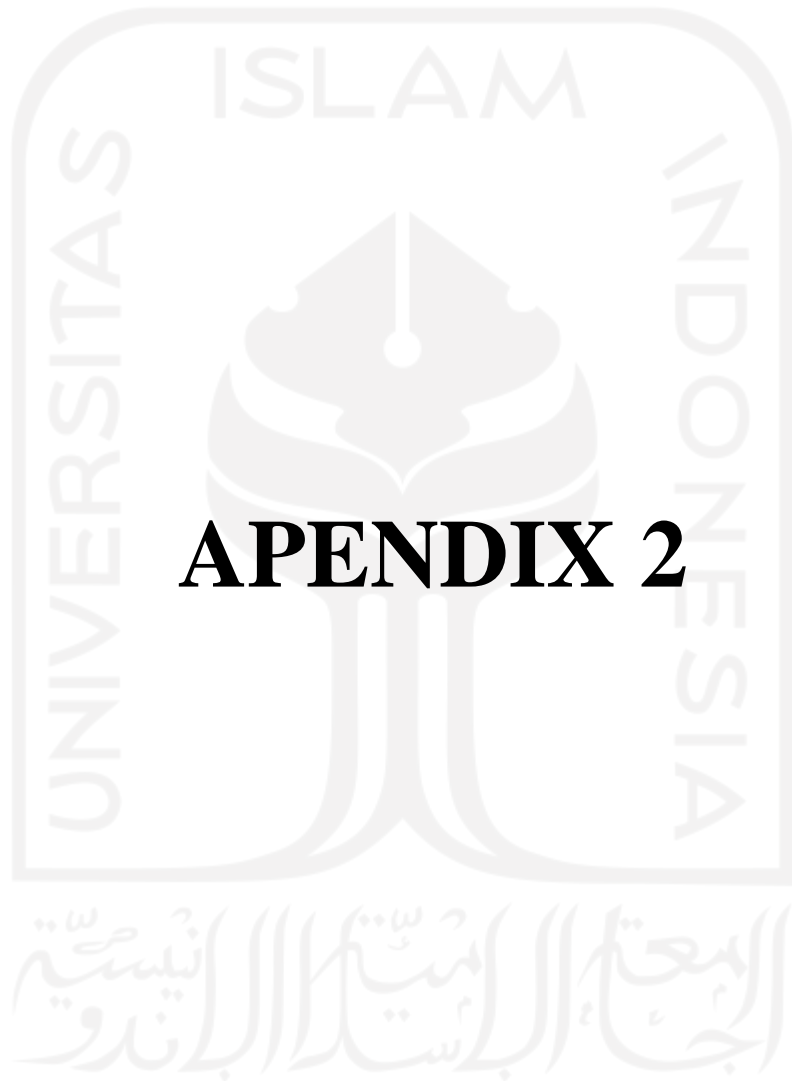
4 : Sering

5 : Selalu

Pertanyaan	1	2	3	4	5
1. Dalam belajar Bahasa Inggris, saya menghubungkan apa yang baru saya ketahui dengan apa yang sudah saya ketahui sebelumnya					
2. Saya menggunakan kosakata Bahasa Inggris yang baru saya ketahui dalam bentuk kalimat supaya saya bisa mengingatnya					
3. Untuk mengingat kosakata baru dalam Bahasa Inggris, saya menghubungkan pengucapan kosakata tersebut dengan sebuah gambaran atau ilustrasi.					
4. Saya mengingat kosakata baru dalam Bahasa Inggris dengan cara membayangkan sebuah situasi dimana kata tersebut dapat digunakan.					
5. Saya menggunakan rima untuk mengingat kosakata baru (<i>rice-ice, no-know, etc</i>)					
6. Saya menggunakan flash card untuk mengingat kosakata baru					
7. Saya menggunakan flash card untuk mengingat kosakata baru					
8. Saya sering mengulang pelajaran Bahasa Inggris					
9. Saya mengingat kosakata atau frasa baru dengan mengingat dimana saya melihat kosakata tersebut (halaman buku, papan tulis, poster, dll)					

10. Saya mengucapkan atau menulis kosakata baru untuk beberapa kali					
11. Saya berusaha berbicara seperti seorang penutur asli (<i>native speaker</i>)					
12. Saya berlatih pengucapan Bahasa Inggris					
13. Saya menggunakan kata-kata Bahasa Inggris yang saya tahu dengan berbagai cara yang berbeda					
14. Saya biasa memulai percakapan dalam Bahasa Inggris					
15. Saya menonton acara TV atau film di bioskop yang menggunakan Bahasa Inggris					
16. Saya membaca bacaan-bacaan ringan yang Bahasa Inggris					
17. Saya menulis catatan, surat, atau laporan dalam Bahasa Inggris					
18. Saya membaca tulisan berbahasa Inggris dengan metode skimming, setelah itu membaca kembali dengan teliti					
19. Saya mencari kata-kata dalam bahasa Indonesia yang mirip dengan kata-kata Bahasa Inggris (<i>ex: same – sama</i>)					
20. Ketika belajar kosakata baru, saya mencoba untuk memahami pola/struktur bahasa dalam Bahasa Inggris (<i>grammar</i>)					
21. Saya mengartikan sebuah kata Bahasa Inggris dengan cara membaginya menjadi bagian yang saya mengerti (<i>ex: disagree, solvable – prefix and suffix</i>)					
22. Saya mencoba untuk tidak mengartikan kata-per-kata dalam sebuah kalimat					
23. Saya membuat ringkasan dari informasi berbahasa Inggris dari apa yang saya baca atau dengar					
24. Untuk memahami kosakata yang tidak familiar, saya suka menebak-menebak					
25. Didalam percakapan, ketika saya tidak bisa menemukan kata-kata yang pas, saya menggunakan gesture.					
26. Saya mengarang kata-kata baru ketika saya tidak tahu mana kata yang seharusnya digunakan dalam Bahasa Inggris.					
27. Saya membaca Bahasa Inggris tanpa perlu mengecek makna setiap kosakata baru					
28. Saya suka menebak apa yang orang lain akan katakan selanjutnya di dalam percakapan					
29. Ketika saya kesulitan dalam memikirkan kata-kata Bahasa Inggris yang pas, saya suka menggunakan kata-kata atau phrase yang maknanya hampir sama					

30. Saya mencari -cari kesempatan untuk dapat menggunakan Bahasa Inggris					
31. Saya mencari tahu kesalahan Bahasa Inggris saya untuk memperbaiki bahasa saya					
32. Saya memperhatikan ketika seseorang berbicara dalam Bahasa Inggris					
33. Saya selalu mencari tahu supaya bisa menjadi pembelajar Bahasa Inggris yang baik					
34. Saya merencanakan jadwal saya supaya bisa mengoptimalkan waktu belajar Bahasa Inggris					
35. Saya mencari teman atau partner yang bisa saya ajak untuk berbicara Bahasa Inggris					
36. Saya mencari kesempatan sebanyak mungkin untuk membaca Bahasa Inggris					
37. Saya mempunyai tujuan yang jelas untuk bisa meningkatkan kemampuan Bahasa Inggris					
38. Saya memikirkan tentang kemajuan saya dalam belajar Bahasa Inggris					
39. Saya mencoba untuk rileks ketika saya takut dalam menggunakan Bahasa Inggris					
40. Saya mendorong diri saya untuk berbicara Bahasa Inggris bahkan ketika saya takut membuat kesalahan					
41. Saya memberikan hadiah untuk diri saya ketika saya bisa menggunakan Bahasa Inggris					
42. Saya sadar ketika gugup atau tegang sewaktu belajar atau menggunakan Bahasa Inggris					
43. Saya menuliskan tentang perasaan saya di dalam buku harian belajar Bahasa Inggris					
44. Saya berbicara dengan orang lain mengenai perasaan saya ketika belajar Bahasa Inggris					
45. Ketika saya tidak mengerti suatu ucapan atau perkataan dalam Bahasa Inggris, saya memintanya untuk memperlambat atau mengulangi perkataannya					
46. Saya meminta penutur asli Bahasa Inggris untuk mengoreksi ketika saya berbicara					
47. Saya berlatih Bahasa Inggris dengan teman atau murid yang lain					
48. Saya meminta bantuan dari penutur asli Bahasa Inggris					
49. Saya mengajukan pertanyaan dalam Bahasa Inggris					
50. Saya mencoba untuk belajar tentang budaya penutur asli Bahasa Inggris					



APENDIX 2

FLCAS Questionnaire

Nama :

Jenis Kelamin :

Usia :

Pilihlah salah satu jawaban dibawah ini pada salah satu kolom sesuai dengan kode kuisisioner

Kode kuisisioner

1 : Tidak pernah

2 : Jarang

3 : Kadang-kadang

4 : Sering

5 : Selalu

Pertanyaan	1	2	3	4	5
1. Saya tidak pernah merasa cukup yakin ketika saya berbicara di kelas					
2. Saya tidak takut untuk membuat kesalahan di kelas					
3. Saya gemetar ketika saya tahu bahwa saya akan dipanggil di kelas					
4. Saya merasa takut ketika saya tidak mengerti apa yang diucapkan dosen dalam bahasa inggris					
5. Saya bersedia mengambil kelas lebih banyak (jika tersedia)					

6. Ketika saya di kelas, saya memikirkan hal-hal yang tidak ada hubungannya dengan mater					
7. Saya selalu berpikir bahwa bahasa inggris siswa lain lebih baik dari pada saya					
8. Saya biasanya merasa tenang selama tampil di kelas					
9. Saya mulai merasa panik ketika saya harus berbicara tanpa persiapan di kelas					
10. Saya merasa khawatir tentang konsekuensi dari kegagalan di kelas					
11. Saya tidak mengerti mengapa beberapa orang merasa kesal di kelas					
12. Dikelas, saya bisa sangat gugup sampai saya lupa hal-hal yang saya tau					
13. Saya merasa malu untuk menjawab secara sukarela di kelas					
14. Saya tidak akan merasa gugup untuk berbicara dalam bahasa inggris dengan penutur asli bahasa inggris					
15. Saya merasa kesal ketika saya tidak mengerti apa yang di koreksi oleh dosen					
16. Bahkan apabila saya sudah mempersiapkan untuk kelas, saya tetap merasa cemas					
17. Saya sering merasa tidak ingin mengikuti kelas					
18. Saya merasa percaya diri ketika saya berbicara di kelas					

19. Saya merasa khawatir ketika dosen saya mengoreksi setiap kesalahan yang saya buat					
20. Saya merasakan hati saya berdebar ketika saya akan di panggil di kelas					
21. Semakin saya belajar untuk tampil di kelas, semakin membuat saya bingung					
22. Saya tidak merasa tertekan untuk mempersiapkan diri dengan baik untuk kelas					
23. Saya selalu merasa bahwa siswa lain berbicara bahasa inggris lebih baik dari pada saya					
24. Saya merasa sangat canggung ketika berbicara bahasa inggris di depan siswa lain					
25. Saya merasa materi di kelas terlalu cepat, sehingga saya khawatir akan tertinggal					
26. Saya merasa lebih tegang dan gugup di kelas dari pada dikelas lain yang saya ambil					
27. Saya merasa gugup dan bingung ketika saya berbicara di kelas					
28. Ketika saya akan masuk kelas PUBLIC SPEAKING, saya merasa sangat yakin dan santai					
29. Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan oleh dosen					

30. Saya merasa kewalahan dengan beberapa aturan yang harus saya pelajari untuk berbicara bahasa inggris					
31. Saya merasa takut apabila siswa lain akan menertawakan saya ketika berbicara bahasa inggris					
32. Saya mungkin akan merasa nyaman ketika sedang bersama dengan penutur asli bahasa inggris					
33. Saya merasa gugup ketika dosen bahasa inggris mengajukan pertanyaan yang belum saya ketahui sebelumnya					

