

THE CORRELATION BETWEEN LEARNERS' FOREIGN LANGUAGE ANXIETY AND BELIEF ABOUT LANGUAGE LEARNING AND WILLINGNESS TO COMMUNICATE IN ENGLISH IN THE CONTEXT OF ENGLISH DEPARTMENT LEARNERS AT MULAWARMAN UNIVERSITY IN THE ACADEMIC YEAR 2021/2022

Muhammad Rendi¹, Bahri Arifin², Sunardi³, Aridah⁴
rendicesarana@gmail.com¹, rendicesarana@gmail.com², sunardi@fkip.unmul.ac.id³,
sunardi@fkip.unmul.ac.id⁴
Mulawarman University

ABSTRACT

The purposes of the study were: (1) To investigate the significant correlation between learners' foreign language anxiety and willingness to communicate in English in the context of English department learners at Mulawarman University in the academic year 2021/2022. (2) To investigate the significant correlation between learners' beliefs about language learning and willingness to communicate in English in the context of English department learners at Mulawarman University in the academic year 2021/2022. A correlational research design with regression analysis was applied in this study. The population on this study was 183 students while the sample taken were 124 samples. There were three data in this study, namely data on learners' foreign language anxiety, belief about language learning and willingness to communicate in English. The data were taken through questionnaire which distributed online through google form. In order to measure the correlation between the variables, simultaneous testing was carried out to show whether all independent variables had a significant effect simultaneously on the dependent variable. Based on the results of the table above, the value of Sig. F was (0.000) because the value of Sig F (0.000) < α = 0.05, then reject H₀. So, it could be concluded that there was an influence of variables X₁ and X₂ on Y simultaneously. Therefore, this study proved that there was a significant correlation between Learners' Foreign Language Anxiety and Belief About Language Learning and Willingness To Communicate In English In The Context of English Department Learners at Mulawarman University in The Academic Year 2021/2022.

Keywords: Foreign Language Anxiety (FLA), Belief About Language Learning (BALL), Willingness to Communicate in English (WTC).

INTRODUCTION

Willingness to communicate had been reported as one of crucial factors in second or foreign language learning and teaching on several studies (Bukhari, et.al, 2015; Dornyei, 2005 & Kang, 2005). Kang (2005) reported that teachers will have more active learners by making them more willing to communicate. Many studies have confirmed that language anxiety has a negative effect on the development phase of learners' willingness to communicate either on their first language or foreign language (Horwitz et al., 1986; MacIntyre, 1994). Through their study, Horwitz et al. (1986) stated found that language anxiety is subjective feeling of tension, apprehension, nervousness, and wrong associates with an arousal of the autonomic nervous. Horwitz added that when learners are trying to explore their language, there is a feeling, known as anxiety, which makes them not confident

in doing it. Not only foreign language anxiety, how learners' perception toward the language that they learnt and were taught also may slightly contribute to the development of learners' willingness to communicate in foreign language. Banya and Cheng (1997) found that learners with positive beliefs about foreign language learning tended to have stronger motivation, hold favourable attitudes and higher motivational intensity, use more strategies, are less anxious, have better language achievement and are more proficient thus they are able to use the language in a communication efficiently. As learners' foreign language anxiety and belief about language learning seem to be relate to their willingness to communicate in English, the current study is aimed on giving a meaningful effect to learners and lecturers to determine and solve their problems in the context of foreign language class activities by knowing how learners' anxiety and beliefs about foreign language learning correlate to second year learners' willingness to communicate in English.

METHOD

This research used a correlation research design with regression analysis. The design was implemented because the research was to find the relationship between independent and dependent variables without manipulating the independent variable (Latif, 2012:103). The independent variable was not manipulated because this research wants to see the result of the contribution of all kinds of independent variables to a dependent variable without choosing one or two of them. Creswell (2014) referred variable as a characteristic or attribute of an individual that can be measured or observed and that varies among the people who are being studied. This research tried to investigate the correlation between anxiety and belief toward a willingness to communicate. The purpose of this research was to verify the correlation 27 between anxiety and belief toward a willingness to communicate with quantitative research. In addition, this research used correlation design because it was based on the calculation of the numbers which were analyzed using statistics or SPSS 21 programs.

In this study, the population would be a whole of second and third-year learners who majored in the English department of Mulawarman University with 21 learners from each class were randomly selected as samples in this study. Random sampling would be selected as each individual in the population had an equal probability of being selected (Creswell, 2014, p.202). The researcher chose the sample through simple random sampling by choosing the learners with the odd number of attendee's number for each class as suggested by Gay, Mills, and Airasian (2012, p.121).

Research Instruments were scientific and systematic tools that were designed to collect data through questionnaires. The study used questionnaires to gain the data which distributed online. Multiple regression is a statistical technique that can be used to analyze the relationship between a single dependent variable and several independent variables. The objective of multiple regression analysis is to use the independent variables whose values are known to predict the value of the single dependent value. Multiple linear regression extends simple linear regression to include more than one explanatory variable which represented in this following formula:

$$y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \dots + \beta_p x_p + e$$

As for the simple case, β_0 is the constant – which will be the predicted value of y when all explanatory variables are 0. In a model with p explanatory variables, each explanatory variable has its own β coefficient. Again, the analysis does not allow us to make causal inferences, but it does allow us to investigate how a set of explanatory variables is associated with a response variable of interest. In this study, the analysis phases were

conducted on SPSS 21.

FINDINGS AND DISCUSSION

The data obtained by the researcher were then analysed into multiple regression analysis using SPSS Statistic 21, and the result was summarized in Table 4.1. Multiple linear regression analysis analysed the relationship and influence between one dependent variable and two or more independent variables. In this study, it was known that the dependent variable was willingness to communicate in English (Y). In contrast, the independent variables are learners' foreign language anxiety (X1) and belief about language learning (X2). The results of processing research data obtained could be seen in the following table:

Table 1. Multiple Regression Analysis Result

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-0.559	10.716		-0.052	0.958
	X ₁	0.389	0.097	0.349	4.004	0.000
	X ₂	0.362	0.107	0.296	3.392	0.001

The following is a regression model based on the results of the analysis:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

$$Y = -0.559 + 0.389X_1 + 0.362X_2$$

From the equation above, it could be interpreted as follows:

- **$\beta_0 = -0.559$**

The constant of this regression equation showed a value of -0.559, meaning that when there was no contribution of the independent variable or the independent variable was assumed to be 0, Y will have a value of -0.559.

- **$\beta_1 = 0.389$**

The regression coefficient of the Learners' Foreign Language Anxiety (X1) variable was 0.389, meaning that every 1 unit increase in the Learners' Foreign Language Anxiety (X1) variable was followed by an increase in the Willingness to Communicate in English (Y) variable of 0.389.

- **$B_2 = 0.362$**

The regression coefficient of the Belief about Language Learning variable (X2) was 0.362, meaning that an increase followed every 1 unit increase in the product design variable in the Willingness to Communicate in English (Y) variable of 0.362.

This present study indicated a significant correlation between learners' foreign language anxiety and belief about language learning towards willingness to communicate in English. It is in line with Balla (2017), Borkowska (2022), and Lucarz (2014), who found that the learners had a high level of communication apprehension that hindered their contact with their teachers and others. Also, they were more eager to participate in dyadic exercises, which might have given them a sense of security and confidence. However, the researcher found a difference in sight to see the willingness to communicate in English. Cheng, Khan, and Bukhari (2017) and Kuchiel (2014) stated that that they preferred initiating talk in English with friends and acquaintances rather than strangers. Furthermore, they seemed to prefer to initiate private communication rather than in front of a large group and public speaking. Also, high WTC designates language freedom, satisfaction, and security—

imprinted in L2 use. Such an attitude allows a student to enjoy a satisfying language experience despite the perils the foreign language learning process might offer.

CONCLUSION

In this era, the communication has grown wider which resulting people from different ethnicities, nationality, cultures and countries are able to engage in global communication. In order to connect various people in global communication, English were then adopted as a universal language that helps people to gain access to literature and also the communication. However, it should be put on concern that even learner who possessed intermediate or above skill of English may face an unready stage of initiating a communication by using English.

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