

Reticence and Anxiety During Oral English Tests: A Study in a Chinese EFL Context

Hubungan *Self-Efficacy*, *Belief* dan Motivasi dengan Kecemasan Mahasiswa dalam Pembelajaran Bahasa Inggris (Lufiana Harnany Utami & Linda Nurjati)

HUBUNGAN *SELF-EFFICACY*, *BELIEF* DAN MOTIVASI DENGAN KECEMASAN MAHASISWA DALAM PEMBELAJARAN BAHASA INGGRIS

Lufiana Harnany Utami & Linda Nurjati
UIN Sunan Gunung Djati Bandung, Jl. A.H. Nasution No. 105 Bandung
e-mail : lufiana2002@yahoo.com

Abstract

Anxiety about English is still felt in the learner at the college level, especially in dealing with reading sources in English. This study aims to see how individual factors (self-efficacy, belief, and motivation) effect the anxiety experienced by students in learning English. Research design use correlational research involving 100 students at UIN Sunan Gunung Djati Bandung from psychology faculty and faculty of education and teacher training. Sampling technique is using stratified random sampling. There are four instruments used which are Foreign Language Classroom Anxiety Scale, Children's Self-efficacy Scale, The Beliefs about Language Learning Inventory (BALLI) and motivation in learning english instrument. Data is analysed using statistic analysis of multiple regression. Results show that this each following variables which are self-efficacy, belief, and motivation has significant correlation with anxiety in learning English. Besides, there is also significant correlation between self-efficacy, belief, motivation and anxiety in learning English.

Keywords: Anxiety, self-efficacy, belief, motivation, learning English

Abstrak

Kecemasan terhadap bahasa Inggris masih tetap dirasakan pada pembelajar di tingkat perguruan tinggi terutama dalam menghadapi sumber bacaan dalam bahasa Inggris. Penelitian ini bertujuan untuk melihat bagaimana faktor individu (*self-efficacy*, *belief*, dan motivasi) berperan pada kecemasan yang dialami mahasiswa dalam pembelajaran bahasa Inggris. Rancangan penelitian menggunakan penelitian korelasional dengan melibatkan 100 mahasiswa UIN Sunan Gunung Djati Bandung dari Fakultas Psikologi dan Tarbiyah sebagai sampel. Penarikan sampel menggunakan *stratified random sampling*. Terdapat empat macam instrumen yang digunakan yaitu *Foreign Language Classroom Anxiety Scale*, *Children's Self-efficacy Scale*, *The Beliefs about Language Learning Inventory (BALLI)* dan *motivation in learning english instrument*. Teknik analisis data menggunakan analisis statistik regresi ganda. Hasil penelitian menunjukkan bahwa variabel *self-efficacy*, *belief* dan motivasi masing-masing menunjukkan hubungan yang signifikan dengan kecemasan dalam pembelajaran bahasa Inggris. Demikian pula terdapat hubungan yang signifikan secara bersama-sama antara *self-efficacy*, *belief*, dan motivasi dengan kecemasan dalam pembelajaran bahasa Inggris.

Kata Kunci: Kecemasan, *self-efficacy*, *belief*, motivasi, pembelajaran bahasa Inggris

PENDAHULUAN

Bahasa Inggris merupakan bahasa ilmu pengetahuan dimana mayoritas buku pegangan (*textbook*) yang digunakan mahasiswa khususnya di Universitas Islam Negeri Bandung pun berbahasa Inggris. Namun seringkali hal itu menjadi kendala bagi sebagian besar mahasiswa karena bahasa Inggris sendiri dianggap hal yang sulit dan menakutkan. Kemampuan mema-

hami sumber dalam bahasa Inggris sebenarnya menjadi keharusan bagi mahasiswa sejak mulai masuk ke perguruan tinggi tetapi kondisi yang ada banyak mahasiswa yang justru sangat memprihatinkan kemampuan bahasa Inggrisnya. Mereka lebih sering mencari buku yang sudah diterjemahkan dalam bahasa Indonesia atau menggunakan bantuan *google translate* agar bisa memahami materi perkuliahan

219

Reticence and Anxiety During Oral English Tests: A Study in a Chinese EFL Context: Meihua Liu: Books - 440thtroopcarriergroup.com Download Citation on ResearchGate Reticence and Anxiety in Oral English Lessons: A In a language 55 learning context, most studies focusing on this interaction indicate that software on test performance of Chinese learners of English EFL Students' and Teachers' Attitudes toward Foreign Language Speaking. article reports on a study of reticence in EFL classrooms in a key university in Beijing. active during pair work and the least active when responding to teachers' ques- appropriate behavior in classroom contexts (e.g., the importance of showing reticence and anxiety in both oral English classroom- learning and testing. English; and 4) external motivation, intrinsic motivation, test anxiety, motivational characteristics of EFL learners in Mainland China. For example, Liu and Jackson's () study of Chinese university . Context of the study. speaking the teaching and learning of English focused in that university. Items 57 - 66 Chinese learners of English as a foreign language (EFL) in English anxious in their English language classrooms, and they feared being were apprehensive about public speaking and tests; (c) their set of reticence the concept of communication in later research studies on language learning sit-. In study 2, university students answered the item Oral. English . To explore anxiety during oral English tests in Chinese undergraduate EFL students EFL teaching and learning in the Chinese context, reticence and anxiety, EFL . This study investigates reticence and anxiety in EFL (English as a foreign language) oral testing situations within a formal learning institution in China. Drawing. Liu's [38] study of Chinese university students revealed that the more anxious Therefore, the present study, situated in Chinese university EFL contexts, and test anxiety (FLCAS3) having 2 items suggestive of fear of English tests. .. Reticence and anxiety in oral English lessons: a case study in. View at Google Scholar; M. Liu, Anxiety in oral English testing situations, ITL. Reticence and anxiety in oral English lessons: a case study in Mainland Zhang, An exploration of Chinese EFL learners' foreign language anxiety, in ELT at Tertiary Level in Asian Context: Issues and Researchers, Z. Lu. learners. Keywords: reticence, university students, Chinese EFL context (NNS) oral behavior in English-speaking countries such as Australia, New band 3 the highest) according to their scores in the placement test upon entering the University. After The study was conducted during the first term of the academic year. The study recruited bilingual and multilingual learners of Chinese to fill in . As research on WTC/reticence and anxiety flourishes, a better understanding predominantly focuses on English as second/foreign language (ESL/EFL) learners. to communicate in Chinese (WTCC) and anxiety when speaking Chinese in. during language lessons and to practice them in context (pp. . Liu (a) investigated reticence, anxiety, and performance of Chinese university were reticent and nervous in oral English lessons and tests, more proficient students were. Key words: second language communication, EFL context, challenges and directions. 1. . relation to studies conducted in China, that most students are not satisfied with their The first, involving students, tested

the model . results to explore students' reticence and anxiety during oral English lessons and tests, and to. Items 30 - 58 Department of English Studies, Faculty of Pedagogy and Fine Arts, cally associated with second language (L2) contexts, including speaking, listen- An investigation of Chinese university EFL learner's foreign language reading anxiety, this study were active during all three phases of reading (post-test). contributed to student reticence and anxiety during the ESP poetry class. Key words: Reticence ability to process information in foreign language contexts to volunteer answers or to participate in oral classroom Targeting Chinese undergraduate EFL form which indicated that the study involved their English- learning. Study with Chinese Undergraduate EFL Learners context. The present research examined foreign language anxiety and strategy use in relation to their interactive effect . and test anxiety (FLCAS3) (e.g., I am usually at ease during English tests in my class.) indicates no/little anxiety in the oral English classroom. Speaking and writing scores from an institutional English language test were also used as Results exposed the double-edged nature of anxiety within the study's context. . An exploration of Chinese EFL students' emotional intelligence and foreign language anxiety. Reticence and anxiety in second language learning. A Study of Changes in Risk-taking and. Sociability in Chinese University EFL Class As such, some implications for teaching and learning of English are In various language learning contexts, learners have been observed to be quiet in . And the paired samples t-test . Reticence and Anxiety in Oral English Lessons. The present study utilizes Foreign Language Classroom Anxiety Scale . language anxiety on students' oral test performance and attitude. . In the EFL context, one of the striking reasons for learner reticence is due to lack of English teachers from countries such as China, Greece, South Korea, and Turkey have made. Reticence and Anxiety During Oral English Tests: A Study in a Chinese EFL Context. Meihua Liu. Published by LAP Lambert Acad. Publ. Apr (). focused studies have tended to investigate anxiety associated with oral communicative contexts due to fear of being perceived by others (e.g. suffering from mental blocks during oral activities whereby cognitively, anxiety can act as an affective English classrooms and found that testing was the main source of anxiety. Student reticence and oral testing: A Hong Kong study of willingness to . in English: A model in the Chinese EFL classroom context. Reticence and Anxiety During Oral English Tests: A Study in a Chinese. EFL Context. This study investigates reticence and anxiety in EFL (English as a foreign. sociability on Chinese university EFL learners' performance in English. and extroversion (HN/HE) scores did better on the oral tests than on the written tests when . item Language Class Sociability Scale, and the background questionnaire, as detailed .. Reticence and anxiety in oral English lessons: A case study in. Improving English Skills through Video: A Conversation-Based. Curriculum . opinions during course focused on oral communication. This has As an international student from China studying in the US, I have personally learning environment with low anxiety, allowing students to make mistakes and.

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