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# Investigating of Lecturers and Learners Foreign Language Anxiety in E- Learning Interaction

Andi Sadapotto<sup>1</sup>, Nadirah<sup>2</sup>, Syamsu T<sup>3</sup>, Usman M<sup>4</sup>, Darmiani<sup>5</sup>Sam Hermansyah<sup>6</sup>

<sup>1,2,3,6,5</sup> English Education Department, Universitas Muhammadiyah Sidenreng Rappang, Indonesia

<sup>4</sup> Educational Technology Department, Universitas Muhammadiyah Sidenreng Rappang, Indonesia

## ABSTRACT

The objectives of the research are to know the anxiety of the lecturers and the learners foreign language anxiety in e-learning interaction. The subjects of this study were students of Muhammadiyah Sidenreng Rappang University consisting 21 students as a sample from fourth semester of English Departement and 5 English lecturers of Muhammadiyah Sidenreng Rappang University. The qualitative research method was used in this study. Questionnaires and interviews were used to collect data. Based on the results of the questionnaire and interviews with subjects, the factors of students' anxiety in speaking English are classified into three major types of anxiety, namely test anxiety, communicative apprehension, and fear of negative evaluation.

**Keywords:** foreign language learner, lecturer, anxiety, e-learning

## INTRODUCTION

One of the most important pillars in everyone's life is language. Each of them is, of course, inextricably linked to language. When a child is born into this world, they hear a language for the first time from their parents. The child will then acquire a language other than the language taught by their parents as they grow, either in the form of a second, third, foreign language, or so on, which is known as language acquisition, and it is dependent on the child's social environment and cognitive level.

Language acquisition is a very surprising thing, especially when it comes to acquiring a child's first language without special language learning. In relation to language learning, linguistics must therefore be complemented by interdisciplinary studies between linguistics and psychology, commonly referred to as psycholinguistics. Psycholinguistics is an interdisciplinary subject that combines psychology with linguistics. Hartley notes that "psycholinguistics studies the interrelationship of language and mind in the processing and production of sentences and in language acquisition" (Hartley, 1982: 16). This means that psycholinguistics is an investigation of the relationship between language and the human brain in the processing, production and acquisition of language. In Dardjowidjojo, (2003: 7) states that psycholinguistics is the study of mental-mental processes in language use. The study of these mental processes certainly needs to be reduced to classroom learning.

This means that the teacher plays a role in being able to find out the mental condition of students before learning. On the other hand, many people are unstable (stressed), partly because they are unable to deal with their own anxiety. Restlessness, tense facial expressions, sweating, dry mouth, continuous urination, difficulty concentrating, frequent sweating of the hands, stomach upset, heart palpitations, and feeling tense are all physical symptoms of

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*\*Correspondence:*

*Sam Hermansyah  
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psychic anxiety symptoms include fear, chaotic thoughts, and a sense of being unlucky.

According to Lubis (2009: 14), "anxiety is the feeling you get when you think about something bad that is going to happen." According to Soemanto (2003: 188), student anxiety, namely anxiety, describes an emotional state associated with fear. Of course this anxiety has a negative impact on students and teachers alike. Difficulty and low learning achievement is one of the factors that highlight the world of education. One of the causes of difficulty and low learning achievement is anxiety.

Psychological factors also affect learning motivation. Some of the main factors are student intelligence, interests, attitudes, talents and self-confidence. The learning environment according to Saroni, (2006) that everything related to the place where the learning process is carried out, for the facilities, seems to have become a commitment of the founders from the start. This can be seen for example from the availability of very adequate e-learning learning facilities.

Various obstacles also arise in the application of online learning, such as teachers and students anxiety in implementing online learning. There are many factors that cause this to happen. In this case, the writer intends to take up that problem, through his paper entitled: " Investigating Of Lectures Anxiety and Learners Foreign Language Anxiety in E Learning Interaction".

### 1. Psycholinguistics

Psychology comes from English psychology. The word psychology comes from Greek (Greek), which is from the root word psyche which means soul, spirit, sukma and logos which means knowledge. So, in terms of psychology etymology means psychology. psycholinguistics is the study of language behavior, both visible and invisible behavior. Mar ' at (2005: 1) says that psycholinguistics is a study of the use of language and acquisition of language by humans.

### 2. Anxiety

Anxiety is a psychological phenomenon that is commonly defined as a sense of threat, apprehension, worry, and tension. Anxiety manifests in the human body as a reaction to a specific situation. According to Leonard's (2008: 11) anxiety is a feeling of worry and fear which is characterized by feelings of tension and excessive worry experienced by students during the teaching and learning process.

Broadly speaking, anxiety can be divided into three types, Elis (1994: 479 -480) namely: trait anxiety, state anxiety and situation-specific anxiety. Drawing on work in general psychology defines.

## METHODS

### 1. Research Design

In this study, a qualitative approach was used. This approach aims to identify and describe in detail the interaction between lecturers and learner foreign anxiety in E-learning interactions. This method is used to generate descriptive data from people in the form of written and spoken words, as well as observed behavior (Ajat Rukayat, 2018, p. 5). This method is used to collect detailed information using triangulation data collection techniques, which include a combination of observation, interview, and documentation techniques (Sugiyoni, 2015, p. 15).

### 2. Sources of Data

The data obtained were the results of interviews with 5 respondents from FKIP English lecturers , University of Muhammadiyah Sidenreng Rappang and fourth semester student of English majors, University of Muhammadiyah Sidenreng Rappang.

### 3. Instrument of The Research

According to Sugiyono (2006: 102), a research instrument is a tool used to measure natural and social events (research variables) that are observed.

### 4. Procedure of Conducting Data

In conducting this research, the researchers do some steps.

#### 4.1 Questionnaire

The writer used a questionnaire, which was given to the respondent, to collect data. According to Ary (2006), questionnaires and interviews can be used to collect information from groups of subjects in a study. The questionnaire was adapted from Horwitz and Cope's Foreign Language Classroom Anxiety Scale, which was proposed in 1986.

#### 4.2 Interview

Interviewing is an activity that aims to obtain data from sources carried out by researchers, this activity is in the form of asking several questions to the source or respondent directly and trying to find information data.

### 5. Technique of Analyzing Data

Data analysis in qualitative research is a technique that is directed to answer problem formulations or test hypotheses that have been formulated. Furthermore, Miles and Hubberman (1984; 21-23) suggest three data analysis activities, namely:

#### 5.1 Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, separating and transforming 'raw' data which is visible in written-up field notes.

#### 5.2 Presentation of data

After doing data reduction, the next step taken is presenting the data, where the data that has been reduced is then presented based on the aspects studied at the school that is the research location.

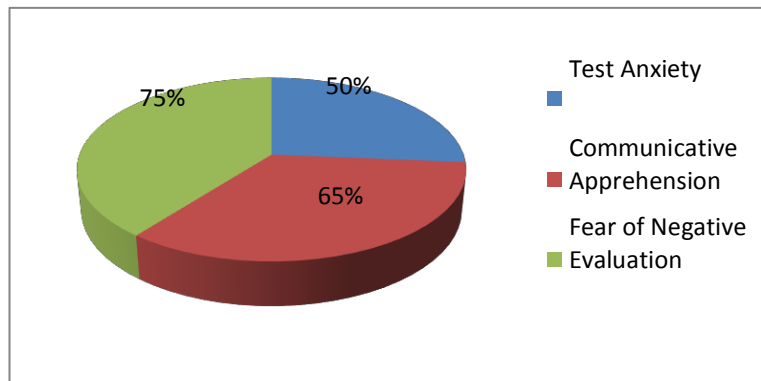
#### 5.3 Verification (drawing conclusions)

The last step taken is verification or drawing conclusions. When doing data reduction, conclusions are not made and done once. Conclusions require verification by other people who are experts in the field to be studied, or also checking with other data.

## RESULTS AND DISCUSSION

### 1. Findings

Following data collection, the frequency of each assertion was analyzed by classifying the frequency into percentages. This questionnaire is a Horwitz questionnaire that we created, and it consists of 31 statements. This questionnaire has been classified into three types of anxiety, namely test anxiety, communicative apprehension, and fear of negative evaluation; the percentage of students whose responses result in all types of anxiety is depicted in the diagram below.



## 2. Discussion

The author will discuss the results of the questionnaire test and the interview results in this section. First, we'll look over the questionnaire. This questionnaire is a Horwitz questionnaire that we created, and it consists of 31 statements. This questionnaire has been divided into three types of anxiety, namely test anxiety, communicative apprehension, and fear of negative evaluation; the percentage of students whose responses result in all types of anxiety will be shown in the diagram.

From the results of the questionnaire that there are 3 main factors that influence the emergence of anxiety in English students, namely the first is test anxiety, where test anxiety causes students to feel anxious in dealing with language tests and students tend to feel afraid of failing in their language test, and the second main factor is anxiety of communicative apprehension, in this case students feel anxious they will misunderstand when communicating with their teacher and because of lack of confidence they will feel nervous if they have to appear using English and the last main factor is anxiety of negative evaluation, because This type of anxiety makes students feel nervous to receive evaluations from others about their language skills, even they always think that other students have better abilities than they are and in addition they are afraid of being laughed at in English.

And as for the factors that influence English teachers' anxiety in online interaction, namely there are several problems faced by teachers in online teaching and the factors that the authors found in the field when interviewing 5 English lecturers at the University of Muhammadiyah Sidenreng Rappang.

- a. Limitations of teacher competence in the use of learning applications.
- b. Limited resources for the use of educational technology such as internet and quotas.
- c. The relationship between teachers and students in online learning is not yet integral.
- d. The number of tasks given by the teacher makes students burdened.
- e. Lack of student focus in learning.
- g. Unstable network problems.
- h. Other technical constraints.

## CONCLUSION

Based on the result, we can see the factors of the students' anxiety in speaking English. It was seen from the percentage of students' response in every statement in the questionnaire. The factors of the anxiety influence their achievement in speaking skills. And for teacher anxiety, the author has conducted interviews with several English lecturers regarding what factors influence their anxiety in online learning and the results have found factors that influence the occurrence of anxiety for teachers, namely the limited competence of teachers in the use of learning applications, limited resources for utilization pendid technologies fish such as internet and quotas, Relations learner teachers and students in an online yet integral, number of tasks assigned ol er teachers make students burdened, lack of focus into learning, Ken dala unstable network and technical constraint other.

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