Student Language Anxiety in Learning English: Examining non-English Major Students in Rural Area

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Abstract:
Language anxiety was continuously reported to greatly influence learner's progress in mastering the target language. This study reports a survey investigating the level of language anxiety among non-English major students living in rural area along with its perceived causes. Based on the finding it further discussed some alternatives to alleviate students' language anxiety. The participants were 114 non-English major students studying in State Islamic College of Teungku Dirundeng Meulaboh, West Aceh. Data were collected employing FLCAS from Horwitz, Horwitz, and Cope, (1986). The average mean score of FLCAS from all the participants were 102.7, exceeding the medium score. It indicated that the students in general exhibited a fairly high level of language anxiety. In regard of gender, the female group appeared to be more anxious than their male counterpart. The biggest cause of language anxiety was attributed to fear of negative evaluation with the highest average mean 3.5 followed by communication apprehension and test anxiety in the second and third rank with the average mean 3,3 and 3.1 respectively. On another hand, English classroom items were perceived to contribute the least to the students' anxiety experience given the average mean 2.7. Taking account on the finding, some alternatives were discussed.
Keywords: *Language anxiety, anxiety components, causes, coping strategies.*

1. Introduction

Learning a foreign language is surely not something easy. There will be challenges regarding the form of writing, the pronunciation, and grammatical rules that are different from the native language spoken from birth. Language learners often reported that they were frustrated because they kept forgetting the new words, could not understand the teacher, and very nervous to speak in front of others in the target language that they had not master.

Numerous studies had been conducted to investigate learners' difficulties in learning a foreign language. The findings pointed that difficulties in learning a foreign language is not merely related to individual inherent ability or intelligence, but was also influenced by affective variables concerning learners' emotions and feeling during the learning process (MacIntyre, 1995). One of the affective variables considered highly influential and has been majorly investigated is foreign language anxiety.

The construct of foreign language anxiety was firstly known from the seminal work of Horwitz, Horwitz, and Cope (1986) that pointed language anxiety as a distinguished construct of anxiety different from general anxiety. This anxiety was believed to result from the unique conditions and situations language learners experience during the process of foreign language teaching and learning. Thus, it was described as a feeling of tension, fearful, uneasiness, or worried that emerged due to a number of activities taking place in a foreign language class.

Language anxiety had often been reported to affect language learners negatively. The influence of language anxiety could interfere students' progress in mastering importance language skills leading to affecting their motivation in taking the class (Khodaday & Khajavy, 2013). When students experienced high language anxiety level, their achievement tended to decrease. This decrease eventually comes with less intention to continue learning (Awan, Azher, Anwar, & Naz, 2010). In a severe case, Na (2007) pointed that the implication from experiencing difficulties, inconvenience, and anxiety in learning a foreign language was not only losing motivation to study and lacking confidence to perform learning activities but could also be so worse that resulted in students drawing out from the class and dropping out forever. Furthermore, language anxiety negative effect on students achievement was also observable across different target languages and at different instructional levels (Horwitz, 2001).

Becoming aware of language anxiety provides teachers rationale on understanding learners' attitude toward learning, their intention for success or anticipation for failure, and how they stand for or cease off the study (Horwitz, 2001). Furthermore, Zheng (2008) maintained that "language anxiety is not merely an add-on element that is negligible in second or foreign language learning" (p. 8). It is a critical emotional construct influencing language learning from numerous sides involving the cognitive, the curriculum, and the culture and policy practices.

In fact, language anxiety is a multifaceted psychological construct. Specific to English language learning, language anxiety was noted as one of critical factors

interfering with the learners' achievement. Highly anxious learners were identified to have lower ability compare to their peers who were less anxious (Kao & Craigie, 2010). In addition, it was found to be experienced by the learners at across different gender, grade level, and age. In a number of cases the male group were recorded to be more anxious than their female counterparts (Pappamihiel, 2002; Capan & Simsek, 2012). Yet, there was no significant different in relation to grade level. The learners were found to experience some level of language anxiety although they were at higher grade (Elaldi, 2016). In term of age, there was an inconsistency of findings. While in some cases younger learners were recorded with low anxiety, in others they were found to be considerably affected by anxiety (Aydin, et. al., 2017).

As there is no consensus regarding the result of study, language anxiety keep drawing interest for many language researchers although it has been more than three decades after its initial study. There are more and more variables are being related to language anxiety. These variables are not only limited to age, gender, and grade, but also cover learning environment, social context, and learners' self-related attributes such as motivation, determination, and self-identity (Hashemi, 2011; Trang, Moni, & Baldauf, 2012; Huang, 2014; De Costa, 2015). Thus, there is always diversity in research findings with the heterogeneous research context.

In Indonesian context where English is learned as a foreign language compulsorily from secondary school to tertiary education, language anxiety also emerged as one major issue interfering with the students' development in learning English. Particularly, it was found as a problem related to speaking in English. The learners reported to be anxious when asked to speak in English because they were afraid of making mistakes, shy, not used to, and had nothing to say or loss of ideas (Anandari, 2015; Sayuri, 2016). This problem had a significant effect on learners' speaking performance as students with higher level of anxiety develop uneasy attitude toward speaking and feel uncomfortable to speak in English (Sutarsyah, 2017).

These previous studies indicated that language anxiety is an important issues in English language learning in Indonesia. However, as it is apparent here, the studies seem to focus specifically on speaking skill rather than English language learning in general. Furthermore, the studies mostly investigated English department students who are majoring in English education. Tertiary students who also learn English as their compulsory subject despite being non-English major students are rarely investigated. Ideally, after finishing the last period of formal English education at college or university level, students can keep being motivated to always improve their English ability independently. However, in the reality, when English is not their major of study, there are only few students that maintain to develop their English language skill after taking this compulsory subject due to negative experiences during the class.

Lamb (2012) claimed that in Indonesia, the places where the students live potentially influence their gaining mastery of English as those living in the city were luckier than those in rural areas. This was not a mere assumption as there was a great different of resources and facilities of education from urban and rural areas. While

the urban enjoyed the fully equipped schools, the rural located schools need to run on poor resources (Yuwono, 2005).

In this regard, the current study expected to add more literature on language anxiety in English language learning in Indonesia by investigating the experience of non-English major students, particularly within the rural environment. The study aimed to measure the level of language anxiety experienced by students, figure out anxiety elements that affect the students the most, and offer some alternatives that may overcome it.

2. Literature Review

2.1 Understanding Language Anxiety

As has been noted earlier, anxiety is not a new construct in language learning. Researchers have long been interested in seeking for how this psychological construct interferes with the process and progress of language learning. Earlier studies classified the nature of anxiety into trait, situational, and state anxiety without obvious delineation among the categories. The difference lays on a continuum with trait anxiety on one end of stable predisposition, situational being in between, and state anxiety at the other end of transient emotional state (Zheng, 2008). Furthermore, in this 1970s era, the studies investigating the relation between anxiety and language learning were based on state-trait principles. Within this approach, the anxiety the learners experience in language learning was considered a transfer from more general types of anxiety. Consequently, the result of the studies regarding anxiety influence on learners' achievement and performance were often varies and conflicting (Trang, 2012).

Taking account on the confounding result of previous studies along with the clinical experiences of the language learners, Horwitz, Horwitz, and Cope (1986) insisted that the anxiety language learners experience in learning a foreign language was distinctive and it did not transferred from other general anxieties. This psychological construct was defined as "a distinct complex of self perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128).

Horwitz, et.al., (1986) argued that the disturbing emotional reactions of being anxious, nervous or tense the learners experience in learning a foreign language was different from those similar reactions they encounter in other situations. A part, it was regarded to be related to performance evaluation within academic and social context as foreign language learning activities generally involve a lot of communicative tasks, interpersonal interactions, and error corrections. Therefore, performance related anxieties that cover communication apprehension, test anxiety, and fear of negative evaluation was regarded relevant to build a strong concept to describe anxiety in foreign language learning. However, they maintained that language anxiety is not a transferred of these three combinations into the context of foreign language learning. Neither was it to be understood as composed of the three (Horwitz, 2001). Language learning is a complex process that is likely to challenge the learner's self-concept and self-expression to the level where other subjects

probably do not have a significant effect (Horwitz, et.al., 1986; Huang, 2014). Therefore, foreign language anxiety has its own complexity distinctive from general anxiety. It is a construct of anxiety that is specifically associated with language learning.

What previously highlighted by Horwitz, et al., (1986) appears to stay relevant to these current days. Up to these days, the process of foreign or second language learning is apparent to be far more complex than other fields of study. A considerably competent and high achiever learner in her native context felt challenged in foreign language class due to the difference standard put on her and the difficulty to communicate and interact as well as in the native language for her limited ability in the target language (De costa, 2015). The learning process also likely interferes with the learners' self-concept as they could possibly feel the loss of their first language identity for being restricted not to be able to perform as well as in the native language (Huang, 2014). In other words, foreign language does provoke anxiety among language learners with its distinctive nature of learning. This is just more evidence that despite some common nature and effect of anxiety, "the type of anxiety triggered in and suffered by learners from each specific discipline is, to a certain extent, unique to that specific discipline." (Trang, 2012, p. 69).

In addition to promoting the distinguished construct of language anxiety, another major contribution from Horwitz, et al., (1986) concerning anxiety in language learning is the construction of Foreign Language Anxiety Scale (FLCAS). It was developed as a specific instrument to measure language anxiety which the learners experience. The instrument is a self-report with five-point Likert-scale containing 33 items. It measures the learners' level of language anxiety through personal perception toward specific stimulus from language learning reflecting components of communication apprehension, test anxiety, and fear of negative evaluation associated with language learning. With the total score ranges from 33 to 165, the lower score is interpreted to show low level of language anxiety, meanwhile higher score is perceived to show high level of language anxiety.

The theory of foreign language anxiety proposed by Horwitz et al., (1986) along with FLCAS was acknowledged to have solved the confounding result of earlier studies investigating and examining the relation between anxiety and language learning (MacIntyre, 1995; Zheng, 2008; Trang, 2012). FLCAS had been used widely with different context and various focuses of study. It was regarded reliable and was employed to measure the general level of language anxiety the learners experience from time to time (Gregersen, et al., 2014; Javid, 2014; Horwitz, 2010; Aydin, et al., 2017).

2.2 Causes of Language Anxiety

In numerous studies concerning language anxiety, speaking activities were frequently addressed as anxiety provoking by the students. The students reported speaking to raise anxiety as they encountered some negative emotional experience during speaking activities. They feared for not being able to convey messages well, felt shy for not being used to speak in front of others, felt uncomfortable with their

appearance as they became the center of attention, and thought to have lack of information about the topic (Worde, 2003; Anandari, 2015; Sayuri 2016; Abrar, et al., 2018)

Basically, Young (1991) identified that language anxiety may originate from three main sources; the learner, the teacher, and the learning process. Of these origins, the causes can further be classified into six specifications: 1) personal and interpersonal anxieties, 2) learner belief about language learning, 3) instructor belief language teaching, 4) instructor-learner interactions, 5) Classroom procedures, and 6) Language testing. Meanwhile, Hashemi (2011) considered factors behind the learners' anxiety to be within two classifications; the classroom and social context. Classroom related factors includes individual sense of self, self-related cognitions, and insufficient commands and instructions. Whereas factors stemming from social context are cultural differences between the native and target language, differences in social status between the speaker and interlocutor, and issue of self-identity.

In a number of cases, the way students view the process of language learning were justified to provoke anxiety. As being reported concerning speaking activites, the students considered speaking problematic not only due to psychological factors of having lack of self-confidence, being afraid of making mistakes, nervousness, and shyness to others but also because of the thought that speaking requires the well mastery of several linguistic elements covering pronounciation, grammar, vocabulary, fluency, and idea comprehension (Sayuri, 2016). Similarly, strict classroom environment and how the instructor manages the class were also blamed for the tension and uneasiness the students experience during foreign language learning. Capan and Simsek's (2012) noted that one student particularly attibuted his language anxiety to the teacher for having unpleasant experience with mistakes correction. Other students pointed that they were reluctants to speak in front of the classroom because they were afraid being humiliated by their peers when making mistakes.

The fact that the language learned is not only the subject to be mastered but is also used as a medium of instruction also adds another anxiety-provoking potential to the process of language learning. The learners reported to be anxious as they could not understand the instructions and were instructed in something they were not familiar with (Worde, 2003). William & Andrade (2008) surveying Japanese English learners at university found that for these learners although language anxiety most often associated with processing and output-related stages of language learning such as did not know how to say something in English or worried for pronunciation and grammatical mistakes, input-related stage like worried for being called by the teacher and waiting for the turn was also notified to be the trigger of anxiety. Al-Shboul, et al., (2013) review on foreign language anxiety and achievement also pointed that language anxiety affected both students learning process and outcomes.

Not less important is the learners social status and personal background. Awan, et al., (2010) noted that there was a different level of language anxiety between students from rural and urban environment although not significant. They reported that students living in rural area of Pakistan mostly had illiterate parents and rare

exposure to the target language which turned them become more prone to language anxieties compare to their peers who have more privilages of living in urban environment with educated parents and have more opportunities to learn English at home.

In more recent days, impacted by globalization and people easy mobilization, there has been a wider social context of language learners such as the presence of scholarship awardees. In this context, De Costa (2015) argued that "language anxiety is discursively constructed and does not reside only within individual learners" (p. 526). The structural forces within the society and scholar social imaginary holding different standard and higher expectation on these particular students led them to frustration. Their anxiety was constructed as the result of these structural inequalities and interactions with peers and instructor in the classroom.

Since language anxiety can emerge from various sources, it is crucial to take account on all the related components contributing to language anxiety. Each specific language skill have different complexities and difficulties which can trigger different tension on the learners. Also, the internalization of certain target languages and how significant the learning of the language is perceived by the learners likely result in different pressure. Therefore, it is important to take account on aspects from cognitive, curriculum, and cultural or policy practices as these facets also contribute a significant role to raising language learners anxiety (Zheng, 2008).

2.3 English Language Learning in Indonesia

English language hold a considerably important status as a foreign language in Indonesia. It is learned as a compulsory subject in Indonesian national education curriculum from Junior Secondary School to University. At school level, English is taught through all grades and is tested at *Ujian Akhir Nasional*, the school final national examination. Meanwhile at university, it is only obligated as a general subject bearing two credits semester. The importance of English is also apparent from higher education admission selection and job application. Numerous famous Indonesian state universities require English testing certificate in enrolment for post-graduate studies. Similarly, most of big companies or national level agencies prefer applicants having good English proficiency.

Despite the presence of English language across all school years and its significant among the society, English language competency among most of Indonesia students were regarded unsatisfactory (Dardjowodjojo, 2000). Furthermore, English language teaching and learning in Indonesia was reported to face numerous constraints covering those related to curriculum, learners' differences, material resources, classroom activities, teaching method, and assessment (Mattarima & Hamdan, 2011).

Lauder (2008) contended that there was an ambivalent attitude toward English among Indonesian policy makers and commentators. English was seen important for its potential benefit for the development serving as a mean of international communication, accessing scientific knowledge and new technologies, providing a source of vocabulary for the development and modernization of Indonesian, and

expanding individual intellectual horizon. Yet, it was also worried to have negative impact on Indonesian culture, values, and behavior. This "love-hate" (p. 17) view Lauder further pointed was an obvious handicap that likely explained the less successful use of English among Indonesians.

The teaching of English as a foreing language in Indonesian education system probably represents the common features of EFL described by Gebhard (2009). Gebharb pointed that although it might not be a precise generalization of EFL setting, it was common in EFL setting that the goals are mostly directed at teaching the student the ability to analyze and comprehend English for the need of passing examination and providing them the basic skill to communicate in English with people from other countries. These two goals are apparent in many Indonesian schools and seem relevant as the students rarely have opportunities to to speak to people from other countries as well as have only a few chances to visit foreign countries. It is who lives the closest to the big cities that likely have more advantages of having English ability, thus they put their own effort to acquire English by having a private course for English outside the school (Lamb, 2012).

3. Research Methodology

The participants of this study were first semester non – English major students of STAIN Teungku Dirundeng Meulaboh with the total of 114 students. Of the 114 students, 25 were male and 89 female. The participants were from five different majors of study, 28 students were majoring in Islamic Economic Law, 22 were from Arabic Education, 19 were from Communication and Islamic Broadcasting, 13 were from Civic Law, and 32 were majoring in Islamic Primary School Education. The data was collected employing FLCAS from Horwitz et.al., (1986). To avoid students' confusedness in responding to the questionnaire, the FLCAS items was translated into Bahasa Indonesia. Also, the term foreign language in the questionnaire was made specific into English language (see appendix).

The data obtained from the questionnaire was analyzed using descriptive statistic. To figure out students' anxiety level, the score obtained from the questionnaire was compared with the medium score of FLCAS as the cut-off point. The total score of FLCAS ranges from 33 to 165 if no items left blank, so 99 was the medium score used as the cut-off point. Score above 99 was considered to indicate high level of anxiety meanwhile score below 99 was considered to show low level of anxiety.

Furthermore, to have a detail description of components contribute to learners' anxiety, FLCAS items were analyzed separately in four components related to language anxiety, namely; communication apprehension, fear of negative evaluation, test anxiety, and English classroom anxiety. In each component, the mean score of each item was seen as the indicator of anxiety provoking situation for the students.

4. Findings and Discussion

4.1 Students' Anxiety Level

Within a total of 114 questionnaire collected, 18 questionnaire was excluded from the analysis since some items were left blank. Among 96 fully completed

questionnaire, 78.13 % (N = 75) were from female and 21.88 % (N = 21) were from male participants. The total FLCAS mean score from all the participants was 102.17. This score was above the medium range (99), thus it indicates that the participants in this study exhibited a high level of language anxiety.

In regard of a separated group, the female mean's score were found to be higher than their male counterpart obtaining the mean score of 103.08, meanwhile the male group's mean score was 98.90. However, the male group's mean score was only slightly under the medium range. Moreover, both in the female and the male groups there were more than half participants were showing a high anxiety level indicated by FLCAS total score above the cut-off point. There were 54.67% (N= 41) in female and 52.38% (N=11) in the male group with the total score ranges from 100 to 141(Table 1). This finding possibly suggested that both groups were showing a high language anxiety experience although the male group were just a little more relaxed and seemed to be less anxious.

Table 1: Female and Male respondents FLCAS total score

FLCAS total score													
Female Respondents										**Male Respondents**			
RPD	**Score**	**RPD**	**Score**	**RPD**	**Score**	**RPD**	**Score**	**RPD**	**Score**	**RPD**	**Score**	**RPD**	**Score**
1	**131**	16	**78**	31	**122**	46	**84**	61	**121**	1	**113**	16	**59**
2	**117**	17	**80**	32	**103**	47	**119**	62	**99**	2	**90**	17	**83**
3	**99**	18	**127**	33	**109**	48	**97**	63	**93**	3	**102**	18	**99**
4	**115**	19	**111**	34	**99**	49	**105**	64	**94**	4	**99**	19	**51**
5	**89**	20	**115**	35	**122**	50	**82**	65	**107**	5	**111**	20	**106**
6	**113**	21	**101**	36	**121**	51	**99**	66	**107**	6	**106**	21	**114**
7	**85**	22	**113**	37	**93**	52	**79**	67	**111**	7	**107**		
8	**106**	23	**123**	38	**79**	53	**85**	68	**96**	8	**122**		
9	**94**	24	**104**	39	**89**	54	**99**	69	**98**	9	**125**		
10	**89**	25	**100**	40	**119**	55	**92**	70	**101**	10	**92**		
11	**126**	26	**74**	41	**95**	56	**107**	71	**97**	11	**98**		
12	**118**	27	**72**	42	**97**	57	**82**	72	**100**	12	**98**		
13	**125**	28	**118**	43	**89**	58	**106**	73	**113**	13	**105**		
14	**121**	29	**141**	44	**103**	59	**114**	74	**119**	14	**108**		
15	**78**	30	**135**	45	**88**	60	**96**	75	103	15	**89**		
Score > 99: 54,67% (N = 41/75)										**Score >99: 52,38% (N = 11/21)**			

4.2 Perceived Causes of Language Anxiety

To see further in detail which component of language anxiety was perceived by the participants as anxiety provoking in learning English, all FLCAS items was analyzed based on four elements related to foreign language anxiety namely, communication apprehension, test anxiety, fear of negative evaluation, and English classroom anxiety. The mean score and deviation standard from all items were

calculated to figure out which items were the most concern to the students. The mean score above 3,5 was categorized to point a high anxiety level meanwhile the mean score below 3 was considered to indicate low anxiety level.

Table 2: Data Analysis for Communication Apprehension Items

	Question	N	Mean	SD
1	I never feel quite sure of myself when I am speaking in English class	96	3,031	1,0454
9	I start to panic when I have to speak without preparation in language class.	96	3,792	0,9781
14	I would not be nervous speaking English with native speakers.	96	3,010	1,0460
18	I feel confident when I speak in English in the class.	96	2,875	0,9492
24	I feel very self conscious about speaking English in front of other students.	96	3,656	0,9223
27	I get nervous and confused when I am speaking in my English class.	96	3,177	0,9999
29	I get nervous when I don't understand every word my English teacher says.	96	3,479	1,0306
32	I would probably feel comfortable around native speakers of English.	96	3,031	1,0372

Communication apprehension negatively affects language learning as people with high communicative apprehensive anxiety will feel tense when communicating with other and tend to avoid communication (Aida, 1994). This reluctance has been reported to be a case in foreign language classes. Students were found shy to do something they were not used to perform and also felt uncomfortable for having insufficient ability to convey ideas (Anandari, 2015; Sayuri 2016; Abrar, et.al., 2018). The case can be a serious issue as learners may not learn the language well for avoiding any forms of communicative practice activities in the class.

The participants of this study assigned medium mean values to all communication apprehension items. This result indicates that despite experiencing anxiety when required to communicate in English, their communicative apprehensive anxiety level in general is not high. Among the eight items of communication apprehension component of anxiety, the main concern for the students in this study were when being asked to speak in the class without preparation. This finding was the same with Javid, (2014) investigating language anxiety among Saudi preparatory year students. The item, "I start to panic when I have to speak without preparation in English class" ranked highest among other items. It seemed that for the participants of this study, communicative related activities themselves were not considered as the main cause of them experiencing anxiety, rather, it is the lack of preparation to speak in English that made them felt nervous and afraid.

Table 3: Data Analyses for Test Anxiety Items

	Question	**N**	**Mean**	**SD**
2	I don't worry about making mistakes in English class	96	3,250	1,233
8	I usually at ease during tests in my English class	96	2,677	1,168
10	I worry about the consequences of failing in my English class.	96	4,240	1,008
19	I am afraid that my English teacher is ready to correct every mistake I make.	96	2,771	1,113
21	The more I study for an English test, the more confused I get.	96	2,781	1,101

Test anxiety was identified as fear of failure that can be caused by having a high expectation of success or for setting unworkable goals (Horwitz, et.,al 1986). Test had been pointed as a source of anxiety not only in foreign language classes but also in any other classes as students often forget what they had studied and prepared before sitting in the tests due to the tense atmosphere of the tests. As language anxiety was not composed of but related to three construct of performance anxiety (Horwitz, 2001), test anxiety in language classes is also an indicator of language anxiety. Moreover, language classes may have frequent and numerous tests covering oral and written tests so that students are more exposed to test anxiety and are likely to experience some level of language anxiety.

The calculation for test anxiety items showed that the students were apparently quite comfortable in taking English test, did not mind very much for teacher corrections, and were not overwhelmed to study more for the tests. However, they were very concerned for making mistake and on facing the consequences of failing in English class. Item no. 10, "I worry about the consequences of failing in my English class" yielded the mean score above 4 suggesting that the students were highly anxious about the significances of not doing well in English class. This point was also confirmed by item no. 2 where students showed a moderate anxiety level (3,25) on making mistake in English class. The other three items scored below 3 showing that their level of anxiety was low.

Table 4: Data Analyses for Fear of Negative Evaluation Items

	Question	**N**	**Mean**	**SD**
3	I tremble when I know that I'm going to be called on in English class	96	3,125	0,960
7	I keep thinking that the other students are better in English than I am	96	3,510	1,080
13	It embarrases me to voluntee answer in my English class	96	3,177	1,127
15	I get upset when I don't understand what the teacher is correcting.	96	4,281	0,773

20	I can feel my heart pounding when I'm going to be called on in English class.	96	3,292	1,030
23	I always feel that the other students speak English better than I do.	96	3,688	0,928
25	English class moves so quickly I worry about getting left behind.	96	3,729	0,930
31	I am afraid that the other students will laugh at me when I speak English.	96	3,052	0,993
33	I get nervous when the language teacher ask questions which I haven't prepared in advance.	96	3,719	0,932

Fear of negative evaluation is similar to test anxiety, yet it is broader in that it involves all evaluative situations not only inside but also outside the class that emerges due to the fear for criticism or judgment made by others (Horwitz, et.,al 1986). In language classes error correction is part of learning activities. Furthermore, communicative activities possibly content some evaluation and judgment from the teacher or peers. Consequently, this element might play major role in learners' language anxiety.

The participants of this study appeared to find items related to fear of negative evaluation to contribute significantly to their experiencing anxiety in learning English. All nine items were assigned with medium and above medium mean values. Item no 15, "I get upset when I don't understand what the teacher is correcting" was given the highest mean score reaching 4,28 meaning that the students were very concerned toward the corrections given to them. This finding supported previous studies in which manner of error correction were reported as anxiety provoking situation. The students reported to be disturbed and frustrated when given harsh criticism or were corrected before they could completely responded and accounted teacher responsible for this intimidating teacher-student interaction (Worde, 2003; Capan & Simsek, 2012; Williams & Andrade, 2008).

Other items that also came with the mean score above the medium were items no 7, 23, 25, and 33. These items were related to comparing self to others and for not doing well as others do. Young (1991) and Hashemi (2011) argued that some potential sources of anxiety are associated with the learners. Among these are personal and interpersonal issues such as self-esteem and competitiveness. It was explained that competitive learners tend to compare themselves to others or to an ideal role model, and experience anxiety when they are less. As well, the low self-esteem learners will be very concerned with others' opinion related to their performance and ability. The finding from this study apparently supported the theory as the students were anxious to compare self with others and felt less than their other friends.

Table 5: Data Analyses for English Classroom Items

	Question	N	Mean	SD
4	It frightens me when I don't understand what the teacher is saying in English class	96	3,813	1,034
5	It wouldn't bother me at all to take more English classes	96	1,927	2,186
6	During English class, I find myself thinking about things that have nothing to do with the course	96	2,240	1,078
11	I don't understand why some people get so upset over English class.	96	2,302	1,707
12	In English class, I can get so nervous I forget things I know.	96	3,073	1,210
16	Even if I am well prepared for my English class, I feel anxious about it.	96	3,500	1,041
17	I often feel like not going to my English class.	96	1,448	0,840
22	I don't feel presure to prepare very well for English class.	96	3,583	1,530
26	I feel more tense and nervous in my English class than in my other classes.	96	2,823	1,080
28	When I'm on my way to my English class, I feel very sure and rexaled.	96	2,667	1,116
30	I feel overwhelmed by the number of rules I have to learn to speak English.	96	2,594	1,006

The calculation for English classroom items exhibits a lower mean values compare to three other subscales associated with foreign language anxiety. However, the students still found English class considerably exhausting. There were four items out of the total 11 items that were given the mean score above 3. Item 4 ranked highest (3,8) pointing the students were frightened when failed to understand what the teacher was saying in English class. This response was supported by items 16 and 12 where the students reported to feel anxious even if they were prepared and could forget things they had learned. Nevertheless, the students indicated that they were not burdened very much to prepare well for English class.

Trang, et al., (2012) noted that "when students had a high awareness of the important of English coupled with strong volition, they were unlikey to be overwhelmed by FLA" (p.11). In this regard, the participants of this study seemed aware of the important of English for them and the consequences they might face if they do not study it. Hence, despite feeling some level of anxiety, they developed a determination to study English and were willing to continue and not to give up for the frustration and fear during the learning process.

5. Discussion

Foreign language anxiety had been proven to be very influential in the process of learning a foreign language. A number of studies had pointed that foreign language anxiety relates negatively with learners achievement (Horwitz, 2001; Al-shboul, 2013; Kao & Craigie, 2010; Khodadady & Khajavy, 2013; Sutarsyah, 2017). The purpose of the current study was to figure out the level of language anxiety of non-English major students studying in STAIN Teungku Dirundeng Meulaboh and to identify specific components contributing to their experiencing anxiety in learning English so that ways to deal with it can be proposed.

It was revealed that the majority of students scored above the medium range of the total FLCAS score which indicates that they experienced a fairly high level of language anxiety. This finding was in line with other previous studies in EFL context in which the learners were recorded to have a fair and high level of language anxiety (Matsuda & Gobel, 2004; Capan & Simsek, 2012; Kao & Craigie, 2010; Wu, 2010; Elaldi, 2016). Some reasons being associated with EFL students proneness to anxiety were threatening classroom environment, teacher dominating the classroom, lack of exposure to English, weak volition, less motivated and lack of interest in English for being non English major (Awan 2010; Matsuda & Gobel 2004; William and Andrade, 2008; Wu, 2010; Trang, 2012). Considering the current context of study, the students' level of language anxiety might also justify the causes of anxiety found in previous studies as the students were learning English in a more teacher-centered classroom, had lack exposure to English, and rarely practiced English outside the class.

In regard of gender difference, that the female group was identified to exhibit a higher level of anxiety compare to the male group was against the finding from (Capan and Simsek, 2012; Awan, 2010; Elaldi, 2016) in which male participants were found to be significantly more anxious than their female counterpart. Yet, this finding was similar to those of (Wu 2010; Qaddomi, 2013; Aydin et al., 2017). Interestingly some previous studies also noted that there was no significant difference between male and female in foreign language anxiety (Kao & Craigie, 2010; Chang, 1996; Aida, 1994). The contradicting result concerning language anxiety in relation to gender apparently supports the point made by Horwitz (2001) that there is no clear cut answer concerning the sources of anxiety. Different instructional conditions as well as cultural differences potentially influence the learners' anxiety differently. Furthermore, the comfort zone or the extent to which the learners feel challenged or anxious is different in each individual, culture, and situation (Zheng, 2008). Based on the researcher observation during her teaching experience in this campus, the male students seem to be more easy going than their female counterpart. Despite coming late to the class or not finishing assignment given, most of the male students show no burden when they come to the class. On the contrary, their female friends came to the class shy and felt embarrased when they did not fulfil their teacher requirement. In this sense, the different of psychological responses between the male and female students in this specific

context might have influenced the difference level of language anxiety between them.

Regardless of anxiety level difference on gender, more importantly, the current study noted that among the four components related to language anxiety, fear of negative evaluation appeared as the most concerned among the students assigned with the highest average mean score 3.51. Meanwhile, communication apprehension and test anxiety components were in the second and third rank assigned with the average mean score 3,26 and 3,14 respectively. English classroom items were considered to contribute the least to the tense, fear, and worries the students experienced in taking English class given the average mean 2.72. This finding was inconsistent with Javid (2014) studying language anxiety among Saudi preparatory year students where communication apprehension was assigned with the top average mean of 3,1 followed by English classroom anxiety. Meanwhile fear of negative evaluation and test anxiety were at the third and last position. This is interesting as in other studies the most often cited to be the biggest cause of anxiety was also associated with speaking activities (Horwitz et al., 1986; Awan, 2010).

However, the current study was not the only case where components of communication apprehension was not perceived to be the major cause of anxiety by the students. William and Andrade (2008) investigating non-English major students in Japanese EFL university classes also found that fear of making bad impression or receiving negative evaluation was the most often cited source of anxiety by the students. Furthermore, Marwan (2007) recorded three factors contributing to learners' language anxiety; lack of preparation, lack of confidence, and fear for failing the class. Of these three lack of preparation was rated by most of the students to highly worry them.

Based on this findings, there could be numerous components contribute to the arousal of language anxiety among language learners, so that no generalization could possibly be assumed. Judgment made by others appeared to be the major cause of anxiety for the students of this study revealed by their FLCAS score, but it might not be sufficient to claim this as the main cause of anxiety for all non-English major students in other contexts. Furthermore, the measure result could also be different among these individual learners if a more individual level instrument was used such as in the case found by Gregersen, et al., (2014) in which FLCAS score was pointing the student to be low anxiety, yet the measure of individual level analysis (idiodynamic rating and heart-rate data) pointed her to experience a fairly high anxiety. In other words, having a general description of language anxiety level among the students is necessary to anticipate for their anxiety, but one should be aware that each students possibly react differently at different anxious moments.

Overall, as fear of negative evaluation was perceived to majorly contribute to the arousal of language anxiety by the students in the current study, English instructors teaching non-English majors students at STAIN Teungku Dirundeng Meulaboh need to take account on this issue to avoid provoking more anxiety on the students. Studies in the past yielded some helpful ways to alleviate learners' language anxiety. Firstly, it is crucial that teacher embrace a supportive and non-threatening role.

Capan and Simsek (2012) noted that the students expected teachers to adopt a more intimate style in the classroom such as calling the students by name and giving errors correction in a friendly way without offending their feeling. Similarly, students' interview in Wu's (2010) study revealed that they were anxious to speak with the native teachers, but the humorous and kind personality of the teachers eventually made them relaxed and enjoy chatting in the target language. Secondly, it is important that learners are made aware of the anxious feelings and fears they have in learning a foreign language. Getting the learners share the tension and apprehension they have will inform the learners that it is a common situation and that they were not alone experiencing it (Worde, 2003; Young, 1991).

Furthermore, a sense of community was also seen to make the classroom less threatening. Working in the group and not being put on the spot were reported to make the students less anxious felt more confident in performing tasks (Worde, 2003). Finally, it is necessary that students self-reflect their ability. Anandari, (2015) figure out that through performing self-reflection the students could be led to recognize the strength and weaknesses they have. The weaknesses were further used to do problem solving and find the solutions to deal with personal weaknesses. The activity increased students' confidence as they could identity their own strengths and weaknesses and become less anxious in class.

6. Conclusion

The present study recorded that most of the students in general exhibited a fairly high level of language anxiety. Furthermore, fear of negative evaluation was perceived to contribute the most to their experiencing anxiety in English class of the four components related to language anxiety. This is an invaluable input for understanding language anxiety in Indonesian EFL context, particularly within the rural sites where students less expose to English, have fewer opportunities to use English, and learn English with limited resources.

In numerous cases, language anxiety was proven to significantly influence students' performance and achievement (Marwan, 2007; Anandari, 2016; Sutarsyah 2017). Having such negative experiences in university English classes, which are the last compulsory English the students are required to take, can possibly drive the students to abandon further English learning on their own. Therefore, it is important to understand what students fear or worry in learning English. In this regard, teachers play critical role either in provoking or alleviating the learners' anxiety.

Nevertheless, the present study only measured the level of language anxiety among the considered rural living students along with the investigation of the detail description of components perceived to contribute to students' language anxiety, then offered some alternative from previous studies on how to reduce this specific psychological construct. It is insufficient to have a depth understanding concerning language anxiety effect on this particular students achievement, how they anticipate anxious moment in the class, and how their social background relates to the level of their language anxiety. Further studies should focus on researching students' diverse

backgrounds and status in respect of their relation to students' language anxiety level and language performance.

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