FOREIGN LANGUAGE ANXIETY AND BELIEFS OF EFL LEARNERS AT INDONESIA

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Abstract: The present study was aimed to investigate the students of English education Department of University of PGRI Ronggolawe (UNIROW) Tuban. This research fouces on foreign language anxiety beliefs. The population of the present study was 156 students from the fourth semester of English Education Department of UNIROW. The researcher adopted a stratified proportional random sampling technique and 61 students from five classes were selected as participants to fill out all the questionnaires, but after administering the questionnaires only 49 students completely filled out all the questionnaires. The questionnaires used in the present study were Foreign Language Classroom Anxiety Scale (FLCAS) and Beliefs About Language Learning Inventory (BALLI). The findings revealed that there were some factors that contributed to the students' anxiety in their English classes. Furthremore, the students of English Education Department also validated erroneous beliefs about language learning. Lastly, based on the results of correlation analysis between the FLCAS and the BALLI factors the findings revealed that the students of English Education Department who have greater tendency to perceive themselves as having a good aptitude in language learning tended to be less anxious in the factor of communication apprehension, and likewise, the students who believed English is a difficult language tended to be anxious in the factors of communication apprehension and test anxiety. Thus, the findings of the present study contribute comprehensive picture about students' foreign language anxiety and students' beliefs about language learning and it can be used as reference to improve English Education Department at UNIROW Tuban.

Keywords – Anxiety, Beliefs, Language Learning

INTRODUCTION

Over the past numerous decades, researchers such as (Aida, 1994; Horwitz, Horwitz& Cope, 1986; MacIntyre& Gardner, 1991a, 1991b, 1994; Phillips, 1992; Young, 1991), have constantly revealed that foreign language anxiety is one of the crucial predictors of second or foreign language acquisition. It can harmfully influence the performance as well as achievement to the second or foreign language learners, besides in recent studies foreign language anxiety also has been investigated by many researchers such as (Andrade & William, 2008, 2009; Liu, 2006; Marwan, 2007; Riasati, 2011; Worde, 2003). And the results revealed that most language learners experienced anxiety in the process of learning language.

Realizing the existence of foreign language anxiety in language learning process and its debilitating effects, researchers also have been attempting to make an effort in reducing anxiety that perceived by students in learning second or foreign language. Young (1991) proposed that learners' beliefs of language learning can be major contributor to language anxiety. And some of the studies also lend support that students' beliefs about language learning could be important source of foreign language anxiety. For example Wang (2005) found that students who perceive themselves as having higher language aptitude in language learning tend to have lower levels of language anxiety. Furthermore, Lan (2010) also reported in her study that significant negative correlation between learners who have strong belief of motivation and expectations with communication apprehension and test anxiety. In other words, students who held strong belief of motivation and expectation agreed that motivation and expectations had influence on learners' language learning and as results, anxiety might not be a major threat to the students in learning language.

Thus, reducing students' foreign language anxiety is merely promising if language educators are well aware of the existence of the anxiety and students' beliefs about language learning in order to create enjoyable language learning atmosphere as well as recognizing students' expectations and satisfactions with their language study. However, in Tuban, East Java, Indonesia with the increasing number of people who are willing to learn English as a foreign language and enrolled to English Education Department of PGRI Ronggolawe University (UNIROW) Tuban with expectation to be English teachers, it is necessary to find out the aspects that may hinder or negatively affect them in learning English. In the fact, that foreign language anxiety and students' beliefs of learning language are the important aspects, which have not been paid much attention by educators of English Education Department of UNIROW Tuban.

Moreover, since the past studies, also only small records, which took part the subject matter of foreign language anxiety and its relationship with belief about language learning, in particular, so far, no studies reported research-examining relationships between foreign language anxiety and beliefs of language learning among Indonesian students in learning English as a foreign language. For that reason, the present study is also aimed to enrich knowledge gaps in the research by examining students of English Education Department of UNIROW Tuban perceive foreign language anxiety levels and how they hold beliefs about language learning as well as the relationship between students' foreign language anxiety levels and their beliefs about language learning.

The objective of this research is that (1) to measures and describe the students of English Education Department perceive anxiety levels on EFL classroom; (2) to describe the beliefs held by the students of English Education Department in learning language; (3) to find out to what extent the English Education Department students' beliefs of language learning are correlated to their levels of foreign language anxiety on EFL classroom.

METHOD

Population and Sample

The population of the present study was all 156 students from the fourth semester of English Education Department at UNIROW Tuban, East Java, Indonesia. The researcher adopted a stratified proportional random sampling technique to choose 61 students from five classes as participants, but after administering the questionnaires only 49 students completely filling out the questionnaires. Between the 49 participants, (20.4%) were males, (73.5%) were females and, (6.1%) were unknown gender. The participant ranged in age from 19 to 25 with an average 20. Based on the survey, the participants' years of learning English ranged in 2 to 7 years were (30.6%) participants, 8 to 11 were (38.8%) participants, 12 to 15 were (14.3%) and 8 (16.3%) were unknown. In addition, 69.4% of the participants had learned another foreign language besides, when asked to rate themselves on their self-perceived proficiency in English, (6.1%) of the subjects rated their English as "very poor" (32.7%) as "poor" (44.9%) as "neither poor nor good" (12.2%) as "good" and (4.1%) were unknown.

Instruments

The instruments used in this study were two major questionnaires in the world in the field of second language acquisition. They were the Foreign Language Classroom Anxiety Scale (FLCAS), (Horwitz, Horwitz& Cope, 1988), the Beliefs about Language

Learning Inventory (BALLI), (Horwitz, 1983, 1988). All the questionnaires were applied in Indonesia to minimize students' misunderstanding and misperception. Likewise, before the questionnaires were administered to ensure the accuracy and appropriateness of the translation into Indonesia version, the translation were verified and examined by professor and some of graduated students from English Education Department. Furthermore, five students were also asked by the researcher to fill out all the translation version of questionnaires to check the accuracy, appropriateness and explored the possible problem that might occur during process filling out the questionnaires. In addition, it took 15 to 20 minutes for completing all the trial questionnaires.

The Foreign Language Classroom Anxiety Scale contained 33 items about their feeling of learning English as a foreign language and a five-point Likert scale ranging from "strongly agree" (5 point), "agree" (4 point), "neutral" (3 point), "disagree" (2 point) to "strongly disagree" (1 point). The FLCAS was composed by three aspects of language learning anxiety: students' communication apprehension, students' test anxiety and students' fear of negative evaluation. The first factor that represented students' communication apprehension included eleven items (item 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, and 32). The second factor that represented student test anxiety included fifteen items (items 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, and 28). Lastly, the third factor that corresponded to students' fear of negative evaluation included seven items (items 2, 7, 13, 19, 23, 31, and 33). In addition, in the case of negatively worded items (such as items 2, 5, 8, 11, 14, 18, 22, 28, and 32), the scale points were reversed. Each anxiety score was gained by summing the ratings of the thirty-three items. The theoretical range of this scale was from 33 to 165. The higher the total points were, the more anxious the student was.

The Beliefs about Language Learning Inventory (BALLI) contained 34 items, which were reflected on students' beliefs of language learning into five major areas: (1) foreign language aptitude, (2) the difficulty of language learning, (3) the nature of language learning, and (5) communication strategies and motivation and expectation. The first factor, foreign language aptitude, included 9 items (items 1, 2, 6, 10, 11, 16, 19, 30, and 33). The second factor, the difficulty of language learning included 6 items (items 3, 4, 15, 25, and 34). The third factor, the nature of language learning, included 5 items (items 8, 12, 17, 23, and 27). The fourth factor, learning and communication strategies, included 8 items (items 7, 9, 13, 14, 18, 21, 22, and 26). Lastly the fifth factor, motivation and expectation, included 5 items (items, 20, 24, 29, 31 and 32). In addition, Thirty-two items of the BALLI were scored on a Likert scale ranging from "strongly agree" (5 point), "agree" (4 point), "neutral" (3 point), "disagree" (2 point), "strongly disagree" (1 point). The other

two items, item 4 and 5 were related to students' rating of the difficulty level of English, ranging from very difficult, difficult, medium, easy and very easy, and the amount of time required to learn English well

Procedures

  With permissions from Dean of faculty of teacher training and education and the Head of English Education Department, the three questionnaires, the Foreign Language Anxiety Scale (FLCAS) and the Beliefs About Language Learning Inventory (BALLI) were administered by the researcher on 24th – 25th of April 2013 to the selected students in five classes during regular schedule. Besides, the researcher also asked permission to the lecturer before administering the questionnaires and with the lecturer's permissions; first, the researcher called the selected students, besides for the selected students who were absent and did not want to participate during administering the questionnaires, the chance for filling out the questionnaires were offered to the other students. Second, the researcher informed that the questionnaires would gather information about how they feel concerning various point of views in learning English as foreign language and would not have any effect for their courses. Third, the researcher also informed them not to write their name to the questionnaires to provide personal anonymous that do not reveal any information that could be used to identify individual students. Finally, they were asked to read each statement carefully and reflect their experience of anxiety in learning language and how they hold opinions about learning language before marking their responses.

Data Analysis techniques

  All data quantitative collections were tabulated for analysis; Statistical Package for Social Science (SPSS version 17.0) was performed to compute and summarized means, standard deviation, maximum, minimum, and percentage of the variables to the FLCAS and BALLI responses. In addition, the Pearson correlation analysis was also performed by using (SPSS version 17.0) to examine the strength degree of linear relationship between each reflected factor from the BALLI and FLCAS.

FINDINGS AND DISCUSSIONS

Foreign Language Classroom Anxiety Scale (FLCAS)

One of the main purposes of the present study was to examine and recognize students perceived foreign language anxiety levels on their English classes. The FLCAS offered by Horwitz, Horwitz& Cope (1986) was used to prompt students' responses regarding to various degree of foreign language anxiety. Based on the calculation students' responses in the FLCAS, the mean of the students' foreign language anxiety in the present study was 103.45 and the standard deviation was 16.92, the minimum scores was 72 and maximum was 133 (see table 1).

Table 1 Summary of FLCAS (N= 49)

	Minimum	Maximum	Mean	SD
Scores in FLCAS	72	133	103.45	16.92

Horwitz (1986: 560) confirmed that possible scores on the FLCAS ranged from 33 to 165 and the theoretical mean score is 99. Thus, as shown in the table 4.1 the mean score of the FLCAS yielded in the present study was 103.45, which is higher than hypothetical mean, 99. Thus, this finding revealed that students exhibited high level of foreign language anxiety in their English classes. Besides, the present study also achieved low standard deviation (16.92) on the FLCAS scores, it was suggested that the students also tended to be homogeneous in their responses to the FLCAS items.

The descriptive statistics and results of the students' responses to the all FLCAS items are reported in the table 2 all percentages referred to the number of students who agreed or disagreed with the statements. The last column of the table displayed the combinational percentages of students who agreed and strongly agreed with the statements (or disagreed and strongly disagreed for the reverse items, item 2, 5, 8, 11, 14, 18, 22, 28, and 32).

Table 2: Frequency of responses (in %), means, and standard deviations for the FLCAS

Items	M	SD	1	2	3	4	5	6
1. I never feel quite sure of myself when I am speaking in my English class.	3.14	0.91	6.1	28.6	40.8	22.4	2.0	34.7
2. I don't worry about making mistakes in English class.	2.88	0.99	6.1	34.7	26.5	30.6	2.0	32.6
3. I tremble when I know that I'm going to be called on in English class	3.14	1.08	8.2	36.7	20.4	30.6	4.1	44.9*
4. I am afraid when I don't understand	3.02	0.96	4.1	34.7	20.4	40.8	-	38.8

	what the English lecturer is saying in the English class.								
5.	It wouldn't bother me at all to take more English class.	2.53	0.91	12.2	36.7	38.9	10.2	2.0	12.2
6.	During English classes, I find myself thinking about things that have nothing to do with the course.	3.24	0.92	-	55.1	16.3	26.5	2.0	55.1*
7.	I keep thinking that the other students are better at English than I am.	3.39	0.95	6.1	51.0	20.4	20.4	2.0	57.1*
8.	I am usually at ease during test in my English class.	2.78	0.84	8.2	24.5	49.0	18.4	-	18.4
9.	I start to panic when I have to speak without preparation in English class.	3.73	0.99	20.4	51.0	10.2	18.4	-	71.4*
10.	I worry about the consequences of failing my English class.	3.61	0.95	12.2	57.1	10.2	20.4	-	69.3*
11.	I don't understand why some people get so upset over English classes.	2.65	1.12	20.4	22.4	30.6	24.5	2.0	26.5
12.	In English class, I can get so nervous I forget things I know.	3.59	1.07	14.3	57.1	6.1	18.4	4.1	71.4*
13.	It embarrasses me to volunteer answers in my English class.	3.00	1.11	6.1	30.6	32.7	18.4	12.2	36.7
14.	I would not be nervous speaking English with native speakers.	3.02	1.03	6.1	28.6	26.5	34.7	4.1	38.8
15.	I get upset when I don't understand what the English lecturer is correcting.	3.73	0.95	16.3	55.1	18.4	6.1	4.1	71.4*
16.	Even if I am well prepared for English class, I feel anxious about it.	3.39	1.03	8.2	53.1	10.2	26.5	2.0	63.3*
17.	I often feel like not going to my English class.	2.61	1.05	4.1	16.3	30.6	34.7	14.3	20.4
18.	I feel confident when I speak in English class.	3.10	0.91	6.1	18.4	34.7	40.8	-	40.8*
19.	I am afraid that my English lecturer is ready to correct every mistake I make.	3.04	1.11	6.1	36.7	20.4	28.6	8.2	42.8*
20.	I can feel my heart pounding when I'm going to be called on in English class.	3.69	0.98	14.3	59.2	12.2	10.2	4.1	73.5*
21.	The more I study for an English test, the more confused I get.	2.82	1.11	6.1	24.5	25.5	34.7	10.2	30.6
22.	I don't feel pressure to prepare very well for English class.	2.49	1.08	16.3	44.9	14.3	22.4	2.1	24.5
23.	I always feel that the other students speak English better than I do.	3.53	1.08	18.4	38.8	24.5	14.3	4.1	57.2*
24.	I feel very self-conscious about speaking English in front of other students.	3.63	99	16.3	49.0	18.4	14.3	2.0	65.3*

		M	SD	1	2	3	4	5	6
25.	English classes move so quickly I worry about getting left behind.	3.41	1.15	16.3	40.8	14.3	24.5	4.1	57.1*
26.	I feel more tense and nervous in my English class than in my other classes.	3.00	1.06	8.2	28.6	20.4	40.8	2.0	36.8
27.	I get nervous and confused when I'm speaking in my English class.	3.35	1.11	14.3	38.8	16.3	28.6	2.0	53.1*
28.	When I'm on my way to English class, I feel sure and relaxed.	2.27	0.90	20.4	42.9	26.5	10.2	-	10.2
29.	I get nervous when I don't understand every word the English lecturer says.	3.04	1.02	6.1	30.6	26.5	28.6	2.0	36.7
30.	I feel overwhelmed by the number of rules I have to learn to speak English.	3.22	1.06	12.2	30.6	26.5	28.6	2.0	42.8*
31.	I am afraid that the other students will laugh at me when I speak English.	3.08	1.07	8.2	32.7	22.4	32.7	4.1	40.9*
32.	I would probably feel comfortable around native speakers of English.	2.55	0.93	12.2	38.8	30.6	18.4	-	18.4
33.	I get nervous when the English lecturer asks questions which I haven't prepared in advanced.	3.76	0.80	14.3	55.1	22.4	8.2	-	69.4*
	Average mean item	3.13							

Note: M= mean, SD= standard deviation, 1= strongly agree, 2= agree, 3= neither agree nor disagree, 4= disagree, 5= strongly disagree, 6 = both strongly agree and agree (or disagree and strongly disagree for the reverse items). *means that percentage of both "strongly agree" and "agree" (or disagree and strongly disagree for the reverse items, item 2, 5, 8, 11, 14, 18, 22, 28, and 32) is more than 40%.

Thus, as shown in the table 2 above the situations that make students the most anxious about foreign language classroom are as follows. First, statements that caused students' anxiety greatly. The result of responding to No. 9, "I start panic when I have to speak English without preparation in English class", is 71.4%. Thus these students were extremely shy when they had to speak English without preparation, indicated that these students were easily embarrassed and nervous if they did not make a good performance in English class. Besides, anxious students also highly felt a deep self-consciousness when asked to risk revealing themselves by speaking English in the presence of their classmates, 65.3% of the students endorsed statement No. 24 "I feel very self-conscious about speaking English in front of other students and No. 27"I get nervous and confused when I'm speaking in my English class" (53.1%), while 40.7% of the students also disagree the statement No. 18 "I feel very confident when I speak English in English classes". The students' responses to these items showed that many of the students extremely experienced

and had tendency to be afraid to speak in English or likely experience communication apprehension in their English classes. In addition, most of the students also upset when they did not know what the English lecturer was correcting, 71.4% of the students endorsed the statement in No. 15 "I get upset when I don't understand when the English lecturer is correcting" and the responding to No. 30. "I feel overwhelmed by the number of rules I have to learn to speak English" (42.8%), it was suggested that the students felt unable and helpless to deal with the task of English classes.

The students' responses to FLCAS items reflecting fear of negative evaluation are as follows: statement No. 33 "I get nervous when the English lecturer asks question which I haven't prepared in advanced, (69.4%), received the highest reflecting fear of negative evaluation. Anxious students also fear being less competence than their classmates and fear of being negatively evaluated by them, they highly endorsed the statements in No. 23 "I always feel that the other students speak English better than I do (57.2%), in No. 7 "I keep thinking that the other students are better at English than I am (57.1%) and in No. 31 "I am afraid that the other students will laugh at me when I speak English (40.9%). It is clear that the students not only were apprehensive about others' evaluation but also anticipated that their classmates would evaluate them negatively and also indicated that the students had developed negative self-perception about their own ability. Evaluation paradigm by English lecturers also contributed to the students' anxiety greatly, 42.8% of the students endorsed the statement in No. 19 "I am afraid that my English lecturer is ready to correct every mistake I make". These students seemed to feel they are always evaluated and to perceive every correction and evaluation as failure.

Furthermore, the students' responses to FLCAS that reflecting test anxiety, Item No. 20 also has higher percentage endorsed by students, "I can feel my hurt pounding when I am going to be called on In English class" (73.5%). Most students showed that they were particularly anxious to be called on in English classes. Item No. 3 also seemed to be supported that the students also trembled to be called on in English class, 44.9% of the students endorsed the statement "I tremble when I know that I am going to be called on in English class". As well, the students also experienced their mind went blank when their anxiety was aroused in English classes most the students endorsed the items No. 12. "In English class, I can get so nervous I forget things I know" and No. 6 "During English class, I find myself thinking about things that have nothing to do with the course" (55.7%). These students might develop anxiety of their English classes because even when they had good preparations in classes they still felt anxious as 63.3% of the students agreed with the statement No. 16 "Even if I am prepared for English class I feel anxious about it". In

addition, the results of responding to No. 10 affect the students' anxiety seriously "I worry about the consequences of failing my English classes" (69.3%). Thus, these students were test-anxious either because of too much expectation of the test results or because of unpleasant test experience in the past but one possible explanation is that since English becomes the major study for them, most of the students might feel anxious about failing, in fact 57.1% of the students also endorsed the statement No. 25 "English classes move so quickly I worry about getting left behind".

Thus, by using the FLCAS, it can figure out that foreign language anxiety of the students, yielded mean scores 103.4 with average mean of each item 3.13 and standard deviation was 16.32. It suggested that the present study the students of English education study program experienced slightly high levels of foreign language anxiety in their English classes. With respect to the analysis of FLCAS, the main findings of the present study revealed that factors like being called on in English class, unable to comprehend, speaking in front of their classmates, fear of failing English classes and lack of preparation become the major situations that contributed to the students' anxiety in their English classes.

These findings also reinforced previous studies that indicated factor like speaking in front of the classmates has been found as the most anxiety-provoking situation in foreign languages activities as reported by (Aida, 1994; Horwitz, Horwitz& Cope, 1988; Kondo & Ling, 2004; Liu, 2006), unable to comprehend and fear of being called on in English class also supported by Worde's (2003) findings and lastly in Indonesian context fear of failing English classes and lack of preparation also consistent with findings reported by (Marwan, 2007).

Beliefs about Language Learning Inventory (BALLI)

Descriptive statistics on each item on reflected factors are reported below started by the analysis and discussions of "the difficulty of language learning". Six items in the BALLI relate to the difficulty of language learning. Items 3 and 15 relate to the general difficulty of foreign language learning. Item 4 concerns the precise difficulty of the target language. Items 25 and 34 measure the relative difficulty of different language skill, and item 5 explore students' expectation for success in language learning. Students' responses to these items are reported in Table 3.

Table 3: Frequency of responses (in %), means, and standard deviation for the BALLI Items on **"the difficulty of language learning"**.

	Items	1	2	3	4	5	M	SD
3	Some languages are easier to learn than others.	8.2	51.0	26.5	10.2	4.1	3.49	0.93
4	English is: (1) a very difficult language, (2) a difficult language, (3) a language of medium difficulty, (4) an easy language, (5) a very easy language	4.1	8.2	79.6	8.2	-	3.08	0.57
5	I believe that I will ultimately learn to speak English very well.	40.8	49.0	8.2	2.0	-	4.29	0.70
15	If someone spent one hour a day learning English, how long would it take them to speak English very well: (1) less than a year, (2) 1-2 years, (3) 3-5 years, (4) 5-10 years. (5) you can't learn a language in 1 hour a day	28.6	30.6	10.2	8.2	22.4	3.35	1.53
25	It is easier to read and write English than to speak and understand it.	8.2	42.9	30.6	18.4	-	3.41	0.88
34	It is easier to read and write English than to speak and understand it.	22.4	34.7	32.7	6.1	4.1	3.6	1.03

Note: 1= strongly agree, 2= agree, 3= neither agree nor disagree 4= disagree, 5= strongly disagree, M= mean, SD= standard deviation.

As shown in the table 3 above more than half of the students (59.2%) believed some languages are easier to learn than others item 3, showing that many of the students in the present study believed that the difficulty of language learning is dependent on the specific target language they are studied. Concerning the specific target they were studying (English), many of the students (79.6%) believed English as a language of medium difficulty. The students participated in the present study seemed to be optimistic about their own prognosis as English learners, 89.8% of the students believed that they would ultimately learn to speak English very well. In respect of the students' estimates of the time required to learn English, when they were asked "If someone spend one hour a day learning English, how long would it take him/her to become fluent?" more than half of the participants also seemed to be optimistic 59.2% of them supposed that learning English would take less than 1 to 2 years. However, as shown above the students were also highly optimistic about their own prognosis to speak English very well. It is also promising that the majority of students expecting to succeed in learning English. Nevertheless the responses to these items also indicate that a large number of the students expect to speak their target language very well in an impractical amount of time. In fact, the participants in

the present study have been studying English at least for 2-15 years with an average of 6.7. Bearing in mind the actual proficiency level of students learning English in this university, and moreover when they are asked to rate themselves on their self-perceived proficiency in English 38.8% of the students rated as poor and 44.9% of the students rated as neither good or poor. As a result it seems slightly confusing how they can expect to speak English very well within less than 1 to 2 years.

Items 25 and 34 assess the relative difficulty of different language skills. As for item 25, the results show that 51.1% of the students believed "It is easier to speak than understand English". These results should be understood within context of teaching English at English education study program in university level of UNIROW, where the skill of listening comprehension is taught only one hour a week, in the first until third semester and it is totally insufficient time to develop listening skill. The students' responses to the item 34, which states that "it is easier to read and write in English than speak and understand it", 57% of the students believed to this statement. Thus, the students' responses to the above two statements suggested that more than half of the students believed there to be a great different between the difficulty speaking and understanding English and more of them also believed that reading and writing English was easier than speaking and understanding it.

Beliefs about foreign language aptitude: the BALLI items (1, 2, 6, 10, 11, 16, 19, 30, and 33), in this category is aimed to understand whether the respondents believe in the existence of specialized abilities in foreign language learning. Thus, these items address the issue of individual potential for achievement in language learning, these results are reported in Table 4.

Table 4: Frequency of responses (in %), means, and standard deviations for the BALLI items on the "**Foreign Language Aptitude**".

	Items	1	2	3	4	5	M	SD
1	It is easier for children than adults to learn a foreign language.	28.6	44.9	14.3	12.2	-	3.90	0.96
2	Some people have a special ability for learning foreign languages.	38.7	53.1	4.1	6.1	-	4.20	0.79
6	People from my country are good at learning foreign languages.	22.4	53.1	16.3	6.1	2.0	3.88	0.90
10	It is easier for someone who already speaks a foreign language to learn another one.	6.1	38.8	36.7	16.3	2.0	3.31	0.89

11	People who are good at mathematics or science are not good at learning foreign languages.	-	18.4	14.3	44.9	22.4	2.29	1.02
16	I have a special ability for learning foreign languages.	8.2	40.8	36.7	12.2	2.0	3.41	0.88
19	Women are better than men at learning foreign languages.	10.2	6.1	34.7	34.7	14.3	2.63	1.13
30	People who speak more than one language are very intelligent.	14.3	49.0	24.5	8.2	4.1	3.61	0.97
33	Everyone can learn to speak a foreign language.	30.6	53.1	8.2	4.1	4.1	4.02	0.96

Note: 1= strongly agree, 2= agree, 3= neither agree nor disagree 4= disagree, 5= strongly disagree, M= mean, SD= standard deviation.

As can be seen in the table 4 above, a majority of the students (91.8%) believed that some people have a special ability for learning foreign language (item 2). Unfortunately, only 49% of the students believed that they personally have that ability (item 16). With respect to the (item 33), 83.7% of the students believed that everyone can learn to speak a foreign language. As results, the majority of students' responses to the three items shown above, indicated that the students believed that people do not need to be gifted to be able to learn to speak a foreign language and average language abilities are probably acceptable for the task of learning a foreign language.

In contrast, the questions dealing with the characteristics of good language learners yielded interesting results. Consistent with a common wisdom, 73.5% of the students assumed devastatingly that it is easier for children than adults to learn a foreign language (item 1). However, when adult learners hold the belief of the supremacy of children in learning foreign languages, they would probably begin language learning with negative expectations of their own achievement (Bernat, 2004: 40). Further, 49% of the students did not believe that women are better than men at learning languages (item19), and 44.9% validated the notion that it is easier for someone who already speaks a foreign language to learn another one (item 10). Thus, the results as shown above the students are more likely to associate good language learners with people who are young and more experienced in foreign language learning. But the students also believed that being a good language learner is not influenced by the gender and women are not necessary better than men at learning foreign languages although 73.5% of the respondents were females. In addition, it is also quite interesting that a large number of the students 75.5% developed a positive viewpoint on language learning they highly endorsed the statement people from my country are good at learning languages (item 6).

And the others two commonly encountered beliefs about deferential language learning abilities. The statement "People who are good at mathematics or sciences are not good at learning foreign languages" (item 11), this statement was not supported by a majority of the students, whereas 63.3% of the students highly believed that "People who speak more than one language are very intelligent". Thus, regarding about these two items, the students' responses supposed that being able to speak more than one foreign languages is associated with how intelligent people is, in contrast, the large number of the students also believed that people who are good at mathematics and science can also be good as a foreign language learner.

The nature of language learning: six items are concerned to the nature of language learning process. Items 8 and 12 assess the role of culture and the role of learning environment in foreign language learning. Items 17, 23, and 28 assess the learner's conception of the focus of the language learning task. Item 27 concerns students' view of learning a foreign language as different from other types of learning. The students' responses of the nature of language learning are reported in the table 5 below.

Table 5:Frequency of responses (in %), means and standard deviation for the BALLI items on the "**Nature of Language Learning**".

	Items	1	2	3	4	5	M	SD
8	It is necessary to know about English-speaking culture in order to learn to speak English.	16.3	38.8	32.7	8.2	4.1	3.55	1.00
12	It is best to learn English in an English-speaking country.	16.3	40.8	10.2	28.6	4.1	3.37	1.18
17	The most important part of learning English is learning vocabulary words.	28.6	49.0	20.4	2.0	-	4.04	0.76
23	The most important part of learning English in learning the Grammar.	30.6	32.7	24.5	12.2	-	3.82	1.01
27	Learning a foreign language is different than other academic subject.	12.2	65.3	16.3	6.1	-	3.84	0.71
28	The most important part of learning English is learning how to translate from my native language.	14.3	42.9	28.6	14.3	-	3.57	0.91

Note: 1= strongly agree, 2= agree, 3= neither agree nor disagree 4= disagree, 5= strongly disagree, M= mean, SD= standard deviation.

Regarding item 8 in the table 5 above, it indicates more than half 55.1 % of the students agreed that "it is necessary to know about English-speaking cultures in order to speak English. These students were strongly aware of the importance of culture in foreign language learning. Concerning item 12 "It is best to learn English in an English-speaking

country" 57.1% of the students agreed with the statement, similar with the common beliefs that the best way to learn foreign language is to live in a country where the target language is spoken, more than half of the students responded positively on that issues. Whereas 32.7% of the students disagreed with the statement. These students might not believe that exposure to the target language in an English speaking country is important aspect in learning English, thus such students the more likely they will not try to find as many opportunities as possible to expose themselves to authentic language use.

With respect to the students' perceived notion of language learning, the majority of the students believed that learning English mostly entails learning vocabulary (77.6% item 17), learning grammar rules (63.3%. item 23) and 57.2% of the students agreed learning English is mostly a matter of translation from English. These findings revealed that substantial number of the students agreed the formal structural approach. In addition, in respect of students believed in translation it also indicated that the students have a restricted view of language learning.

The last item (Item 27) in this category determines if the learners views language learning as different from other types of learning. As shown in the table 5 above, the great majority of the students (77.5%) agreed that learning a language differs from learning other subjects.

Learning and communication strategies: Eight items address beliefs and view concerning learning and communication strategies. Items 18 and 26 refer to learning strategies, and items 7, 9, 13, 14, 21, and 22 assess communication strategies. Table 6 reported students' responses on the BALLI items on Learning and Communication Strategies.

Table 6: Frequency of responses (in %), means, and standard deviation, for the BALLI items on the "**Learning and Communication Strategies**".

	Items	1	2	3	4	5	M	SD
7	It is important to speak English with excellent pronunciation.	59.2	34.7	4.1	2.1	-	4.51	0.68
9	You shouldn't say anything in English until you can say it correctly.	-	10.2	10.2	55.1	24.5	2.06	0.87
13	I enjoy practicing English with native speakers of English.	16.3	28.6	49.0	6.1	-	3.55	0.84
14	It is okay to guess if you don't know a word in English.	18.4	69.4	6.1	6.1	-	4.00	0.70
18	It is important to repeat and practice a lot.	44.9	44.0	4.1	2.0	-	4.37	0.66

21	I feel timid speaking English with other people.	4.1	51.0	28.6	14.3	2.0	3.41	0.86
22	If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	10.2	34.7	16.3	36.7	2.0	3.14	1.09
26	It is important to practice with audio-visual materials (such as CDs, DVDs, and MP4s).	22.4	57.1	18.4	2.0	-	4.00	0.70

Note: 1= strongly agree, 2= agree, 3= neither agree nor disagree 4= disagree, 5= strongly disagree, M= mean, SD= standard deviation.

As shown in the table 6 above, the students of the present study committed great importance to the traditional learning strategies of repetition and practice. For instance, the majority (88.9%) of the students strongly agreed and agreed the importance to repeat and practice a lot in learning English, item 18. And most of the students also strongly believed that it is important to practice with audio-visual material such as CDs, DVDs, and MP4s (79.5% item 26). Thus, it indicated that the students believed that practice can facilitate learning English. Nonetheless, the majority of students strongly believed in the importance of practicing English with technology, listening to the English as it used by its native speakers and should not be satisfied with being exposed to the language from their English lecturers who are non-native speakers of English.

As communication strategies, the percentages of the students' responses to the excellent of pronunciation revealed interesting results, 93.9% of the students highly stressed the statement "It is important to speak English with an excellent pronunciation" item, 7. Bearing in mind that more than half (52.9%) of the students also believed being able to speak English fluently required less than 1 to 2 years, moreover as the researcher also assumed none of the students had ever travelled to or lived in an English-speaking country, thus, since many of the students held such belief seems to be impractical.

Related to the item 9, the great majority of the students disagreed and strongly disagreed with the statement that "You should not say anything in English until you can say it correctly" (79.6%). Whereas, 87.8% of the students endorsed the concept "It is okay to guess if you don't know a word in English", item 14. Otherwise, 44.9% (item 22) of the students believed the notion that "If the beginning students are permitted to make errors in English without correction, it will be difficult for them to speak correctly later on", and 16.5% of the students were not sure about the idea that beginning students would probably find it difficult later in language learning to correct the errors if they are allowed to make

in the beginning stages, likewise 38.7% of the students disagreed and strongly disagreed about this notion. Thus, the results of the students' responses to the items 9, 14 and 22 suggested that although most of the students realized the importance of speaking English with fluency and the importance of actively using English, but a substantial number of them still frightened about error fossilization.

Generally, the students' responses to the learning and communication strategies as addressing above come to suggest that since the large number of the students valued the importance of speaking English with excellent pronunciation, and it may prevent the students from feeling comfortable when it comes to the main communicative classroom activities.

Motivation and Expectation: Five items concern the motivational measurement that the students associated with language learning. Item 20 assesses the students' notion about the importance of Indonesian people ascribe to speaking English. Items 24 and 32 assess students' integrative motivation of learning English, likewise item 29 asks about their instrumental motivation and item 31 examines about students' internal desire to learn English. The students' responses to these items are reported in the table 7 below.

Table 7:Frequency of responses (in %), means, and standard deviation for the BALLI items on "**Motivation and Expectation**".

	Items	1	2	3	4	5	M	SD
20	People in my country feel that it is important to speak English.	10.2	53.1	30.6	4.1	2.0	3.65	0.80
24	I would like to learn to speak English better so that I can get to know native speakers of English better.	8.2	22.4	34.7	30.6	4.1	3.00	1.02
29	If I learn English very well, I will have better opportunities for a good job.	42.9	44.9	10.2	2.0	-	4.29	0.73
31	I want to learn to speak English well.	75.5	24.5	-	-	-	4.76	0.43
32	I would like to have friends who are native speakers of English.	49.0	42.9	6.1	2.0	-	4.39	0.70

Note: 1= strongly agree, 2= agree, 3= neither agree nor disagree 4= disagree, 5= strongly disagree, M= mean, SD= standard deviation.

Since the present study examined the students of English education study program and they will be English teachers in the future. For that reason, it is not surprising that the students have strong desires to learn to speak English well. All the students (100%) in the present study strongly agreed and agreed with the statement that "I want to learn to speak English well" (item 31). Besides, as English has proved to be the international language used by all the people around the world. Therefore it is also not surprising that the

substantial number (63.3%) of the students believed that Indonesian people feel it is important to speak English (item 20).

Related to the items 24 and 32, concerning students' integrative motivation yielded diverse results, in item 24 the statement "I would like to learn to speak English better so that I can get to know native speakers of English better" indicates that the percentages of the respondents who agreed (30.6%) and disagreed (34.7%) were not very different. In spite of that related item 32, showing that the great majority (91.9%) of the students expressed their desire to have friends who are native speakers of English, as they endorsed the statement "I would like to have friends who are native speakers of English". Thus, it can be concluded that although the majority of the students expected to have friends who are native speakers of English but some of them did not have strong allegiances to get to know native speakers of English better. Lastly, with regard to the instrumental motivation in learning English item 29, a large number of the students (87.8%) associated the ability to speak English with better job opportunities instead of being an English teacher. Thus, the students' responses to the items as shown above, all the students reported that they want to be successful English language learners. Besides, the findings also revealed that the students' motivation for learning English were both instrumental and integrative.

Correlation of the Foreign Language classroom anxiety Scale (FLCAS) Factors and the Beliefs about Language Learning Inventory (BALLI) Factors.

The third objective of the present study is to investigate to what extend students' beliefs about language learning are correlated to their levels of foreign language anxiety. Thus, Pearson Correlation was employed to exam the reflected factors between the FLCAS and BALLI and the results are reported in the table 8 below.

Table 8: Correlation of the FLCAS factors and the BALLI factors

	Belief 1	**Belief 2**	**Belief 3**	**Belief 4**	**Belief 5**
Anxiety 1	-.286*	.394**	.173	.264	-.147
Anxiety 2	-.088	.442**	.242	.212	-.114
Anxiety 3	-.224	.279	.163	.233	-.136

Note= * Correlation is significant at the 0.05 level (2-tailed)

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

Belief 1= Belief of foreign language aptitude; Belief 2= Belief of the difficulty of language learning; Belief 3= Belief of the nature of language learning; Belief 4= Belief of learning and communication strategies; Belief 5= Belief of motivation and expectation. Anxiety 1= Communication apprehension; Anxiety 2= Test anxiety; Anxiety 3= Fear of negative evaluation

Thus, the results of the correlation analysis showed that two factors of the FLCAS were significantly positive and negative correlation with two factors of the BALLI. And suggesting that the students who have a greater tendency to perceive themselves as having a good aptitude in language learning tended to be less anxious in the factor of communication apprehension. In addition, the students who believed English as a difficult language tended to be anxious in their language classroom in the factors of communication apprehension and test anxiety. These findings also seemed to be supported by Wang's findings (2005). Wang employed correlations and multiple regression techniques to examine the relationship between beliefs about language learning and foreign language anxiety and the results showed that the FLCAS scores were found to be significantly with two BALLI factors: perceived difficulty of English learning and beliefs about foreign language aptitude and Wang concluded that students in her study who believed English was not a very difficult language and who had more confidence in their language learning aptitude tended to have lower levels of anxiety than the students who did not have such believe and confidence.

Besides, the findings of the present study also in contrast with Lan's (2010) findings. Lan examined students from one junior high school in Taipei Country and using the BALLI and the FLCAS as research instruments, she performed person correlation to exam the relationships between students' foreign language anxiety and beliefs about language learning. The analysis revealed that the BALLI factor; foreign language aptitude was not significant correlated with the FLCAS factors, besides significant negative correlation was found between the BALLI factor of the difficulty of language learning with reflected three factor of foreign language anxiety; communication apprehension, test anxiety and fear of negative evaluation. In other words Lan's findings reported that the students with strong belief of the difficulty of language learning tended to be less anxious in the factors communication apprehension, test anxiety and fear of negative evaluation. Lan argued that the increasing of the difficult level from elementary school to junior high school also increases the participants to spend more time studying English and overcome the difficulty that the students encounter in order to achieve better performance in English learning.

However, the findings of the correlations between the BALLI factors and the FLCAS factors were in contrast with Lan's findings but at least these correlations findings reinforced Wang's findings to some extents. In addition, it was also suggested that different circumstances, cultural background and level of the students themselves whether major or non-major in particular foreign language studies may lead different results.

Therefore, replication of this study is needed to validate the present findings of the correlations between the BALLI and the FLCAS to determine whether the reported findings hold true with other populations in Indonesia context.

CONCLUSIONS AND SUGGESTION

Based on the findings of the present study, several conclusions can be made as follows. First, the mean of the students' scores of foreign language anxiety yielded 103.4 with average mean of each item 3.13 and standard deviation was 16.32. The results indicated that the students exhibited certain level of anxiety in their English classes. In addition, based on the analysis of the FLCAS the main findings that causes of the students' anxiety were being called on in English class, unable to comprehend, speaking in front of their classmates, fear of failing English classes and lack of preparation. Second, the students also validated erroneous beliefs about language learning for examples; although it is promising that a large number of the students are highly optimistic about their own prognosis as English learners and a large number of them also place great deal of stress on speaking with an excellent pronunciation, more than half of them also believed that less than one or two years is adequate time to be competent speakers of English. Lastly, the students who have a greater tendency to perceive themselves as having a good aptitude in language learning tended to be less anxious in the factor of communication apprehension. Likewise, the students who believed English is a difficult language tended to be anxious in their language classroom in the factors of communication apprehension and test anxiety.

The findings in the present study raise some implications and suggestions. First, basically foreign language anxiety is common problem in the foreign language learning context. And the students who experience such a feeling should not feel discouraged or frustration. Therefore, they should consider it, as a process that they need to go through in their effort to learn English and it is recommended that they can think of ways or strategies of how to lighten their anxiety in learning English so that it will not influence their learning negatively. Besides, English lecturers play critical role in helping learners deal with their anxiety. They should develop their teaching approaches which can be used for reducing the students' anxiety in learning English at least English lecturers can keep anxiety levels to a minimum with supportive and constructive classroom environment. Second, the students are highly optimistic about their own prognosis to learn English well. Nevertheless, since they also believed placing great deal of stress on speaking with an excellent pronunciation and believing less than two years is adequate time to become fluent in English seemed to

be impractical. Besides, when the unrealistic beliefs collide with the reality of learning a foreign language and dissatisfactions and frustrations might transpire among these students of English education study program. Therefore, the English lecturers can depict based on the findings of the present study to tackle misconception beliefs so that the students can develop more realistic expectation toward language learning. They can increasingly adjust students' misconception by providing knowledge regarding the nature and process of second language learning in term of developing insights how language learning actually works. Third, the results of analysis of the BALLI factors and the FLCAS factors revealed that students who perceived themselves as having a good aptitude in language learning tended to be less anxious in the factor of communication apprehension. Likewise, the students who believed, English is a difficult language tended to be anxious in their language classroom in the factors of communication apprehension and test anxiety. Thus, based on these findings, the English lecturers should discuss irregularly with the students in class about their judgment about the difficulty of English learning so that the students can develop strategies to cope with communication apprehension and test anxiety, as well as develop more effective approach to enhance students' perception about their own aptitude in learning English in term of encouraging students to develop self-confident about their own abilities in learning English.

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