The correlation between students' motivation and their foreign language anxiety among EFL learners

Laila Dillah[1], Berita Mambarasi Nehe[2], Puji Siswanto[3]
[1]English Education Study Program, Setia Budhi Rangkasbitung University, Indonesia
[2]English Education Study Program, Setia Budhi Rangkasbitung University, Indonesia
[3]English Education Study Program, Setia Budhi Rangkasbitung University, Indonesia

Article info	ABSTRACT
Keywords: EFL Foreign Language Anxiety Motivation *Corresponding author:* Laila Dillah English Education Study Program, Setia Budhi Rangkasbitung University Email: lailadillah4@gmail.com	There have been many studies identified several variables associated with FLA. The present research aims exploring the correlation between students' Motivation and their Foreign Language Anxiety among EFL learners. The subjects were 34 students of Eight grade students SMPN 3 Cikulur 2022/2023. The instruments used to collect the data were the following first Foreign Language, FLCAS (Foreign Language Anxiety Scale) by Horwitz and Cope, 1986. Second Standard Determination Theory (SDT) by Noels, 2000. For measuring which aimed to investigate students' motivation was used to rate their motivation to learn. Through the results that found there is a low negative correlation between students' motivation and their foreign language anxiety. From that higher students' motivation, the lower the foreign language anxiety, likewise conversely the lower motivation the higher foreign language anxiety.

1. INTRODUCTION

English has become a foreign language that is often studied because English is associated with the word opportunity and a higher quality of life (Pledger et al., 2020) (Pledger et al., 2020). English is not simply memorized; it is a skill that is developed over time. English becomes complicated because there are exceptions to the rules. Pronunciation, idioms, spelling, and even slang language make learning English more difficult.

English is held to such high standard; students are hesitant to use it unless they are already proficient. Even though the intensity with which foreign language learners feel varies from student to student, one thing that cannot be denied is the role that anxiety plays in the process (Constrained et al., 2019). and anxiety is one of the affective factors that significantly affects learning a foreign language, it has been a major subject of study on foreign languages (Dewaele et al., 2015). Including students who learn English as a Foreign Language experience anxiety.

If EFL students did not understand a particular English lesson, they would rarely ask questions. This is because they are afraid of receiving comments or feedback from their teachers. Classmates' attitudes in class also influence them. When they ask questions, their friends usually laugh at them (Abrar et al., 2018). This is due to the fact that the language classroom appears to be conducive to language anxiety because students may be placed in situations where they are required to produce work in a language they have not yet mastered, speak aloud in that language, and face criticism from their teachers or peers (Zong et al., 2019).

In addition to anxiety, motivation also plays an important role in language learning process. motivation has an important role for the learning process including learning a foreign language. Motivation is the most important factor influencing foreign language learning because it mediates attitudes toward the target language and outcomes in the learning process (Mantiri, 2015). In other research (Stavrulaki et al., 2021) conduct

academic success and motivation have a moderately positive connection, and additionally motivation was a strong indicator for students' grades. That's what the problem is researchers, so researcher want to know more about the correlation of learning motivation and foreign language anxiety. According to Almurshed on his research conducted this demonstrates that a high level of motivation to learn English does not prevent a significant level of anxiety from arising. That is, motivation can help anxious learners overcome their fear of learning English by controlling their anxiety (Almurshed & Aljuaythin, 2019).

On other research through cognitive flexibility, foreign language learning motivation predicts foreign language anxiety negatively. Preparatory students who are highly motivated to learn a foreign language also have high cognitive flexibility, which reduces their foreign language anxiety (Cetlin & Bolukbasi Macit, 2022). Additionally, motivation and anxiety showed a moderately negative link, with high motivation being correlated with reduced anxiety (Basco & Han, 2016). The current study aims at exploring the correlation between students' motivation and their foreign language anxiety.

2. METHOD

This is quantitative research. This study aims to determine the correlation between (learning motivation) with (foreign language anxiety). Connection between these two variables will later be expressed by magnitude correlation coefficient and statistical significance. The existence of a correlation between variables, does not mean there is influence or causality. A positive correlation means that low foreign language anxiety is related to motivation and learning interactions ideal, while a negative correlation means that foreign language anxiety is related to motivation and learning interactions less than ideal. All research samples will be given later questionnaire (questionnaire). Researchers are looking for data related to foreign language anxiety, and finally the two of them will be tested for their relationship with product moment correlation. The participants of this study are 34 eight grade students of SMPN 3 Cikulur.

3. RESULTS AND DISCUSSION

Testing this hypothesis uses the person product moment correlation test with two criteria. First, if the significance value is < 0.05, it is correlated and if the significance value is > 0.05 then it is not correlated. The hypothesis put forward is that there is a negative correlation between motivation and foreign language anxiety the result is shown in following table.

Correlations		MOTIVATION	FLA
MOTIVATION	Pearson Correlation	1	**-.365***
	Sig. (2-tailed)		**.034**
	N	34	34
FLA	**Pearson Correlation**	**-.365***	
	Sig. (2-tailed)	**.034**	
	N	34	34
*. Correlation is significant at the 0.05 level (2-tailed)			

Table 3.1 The correlation result

Based on the table 3.1. The person product moment correlation test between motivation and foreign language anxiety is known that the significance value is 0.034< 0.05. It can be concluded that there is a significance correlation between the two variables, $H1$ received and $H0$ is rejected. The person correlation is -0.365 it means that the magnitude of the correlation coefficient (Sugiyono, 2011). Arikunto (2002, p.245) states "in range 0.21- 0.40 is at a low level". It means that the level of student motivation is low correlated with their foreign language anxiety. So, it can be concluded that there is a low negative correlation between students' motivation and their foreign language anxiety at the eighth grade of SMPN 3 Cikulur of academic year 2022/2023.

The results of research data analysis, there is low negative correlation between motivation and foreign language anxiety of grade 8 students of SMPN 3 Cikulur. The negative correlation between foreign language learning motivation and foreign language anxiety means that there is an inverse relationship between the two variables, as one increases, the other decreases. The results of this study are contradicted to the results of research conducted by Almurshed & Aljuaythin (2019). Ther research finding is in positive correlation between motivation and FLA but even though motivation cannot reduce anxiety it can control foreign language anxiety and help anxious learners in their determination to learn English. The results of this study also have supported the results of previous studies conducted by (Basco & Han, 2016) and (Cetlin & Bolukbasi Macit, 2022). which concludes that there is a negative correlation significant between motivation and foreign language anxiety.

In measuring foreign language anxiety, it was found that participants experienced nerveous and confused when speaking in language class so that's why in test anxiety the students experienced high anxiety because "they were thinking other students will laugh at them when they speak foreign language". This is due to the fact that the language classroom appears to be conducive to language anxiety because students may be placed in situations where they are required to produce work in language they have not yet mastered, speak aloud in that language, and face criticism from their teachers or peers (Zong et al., 2019). The highly anxious learners in the present study selected agree and strongly agree on Item 15 "I'm learning English because I enjoy hearing English spoken", but in items number 1 for indicator amotivation more students also did not know why they study English. so that's why in this study the correlation of motivation and FLA is negative correlation.

Anxiety is a factor that negatively affects academic performance (Burns, 2004, p.120). It can be thought that when academic performance is affected, motivation will also be negatively affected. Liu and Cheng (2014, p.289) stated that anxious individuals tend to have lower levels of motivation and negative feelings towards foreign language learning. If students' negative feelings such as anxiety towards foreign language increase due to different reasons, it is inevitable that their desire for language learning will decrease.

4.   CONCLUSION

There is a negative correlation between students' motivation and their foreign language anxiety in eight grade SMPN 3 Cikulur academic year 2022/2023. This is in indicated by the magnitude of the correlation coefficient between the variable motivation and foreign language anxiety -.365 and significance 0,034< 0,05. So, it can be concluded there is negative correlation between the two variables. Based on the result of research and discussion is done, it can be concluded that the variables have low negative correlation and can be stated that the higher student's motivation, the lower the foreign language anxiety, likewise conversely the lower the motivation, the higher foreign language anxiety. The limitation of this study is the researcher only used questionnaire for collecting data for the further research could add more instrument such as interview and other suggestion future research could use other data analysis for calculating the data to get more accurate result.

REFERENCES

Abrar, M., Mukminin, A., Habibi, A., Asyrafi, F., Makmur, M., & Marzulina, L. (2018). "If our English isn't a language, what is it?" Indonesian EFL Student Teachers' Challenges Speaking English. *Qualitative Report*, *23*(1), 129–145. https://doi.org/10.46743/2160-3715/2018.3013

Almurshed, H. M., & Aljuaythin, W. (2019). Does High Anxiety Decrease Motivation for Learning English as a Foreign Language? *International Journal of Applied Linguistics and English Literature*, *8*(2), 113. https://doi.org/10.7575/aiac.ijalel.v.8n.2p.113

Basco, L. M., & Han, S. H. (2016). Self-esteem, motivation, and anxiety of korean university students. *Journal of Language Teaching and Research*, *7*(6), 1069–1078. https://doi.org/10.17507/jltr.0706.02

C. Gkonou, M. Daubney, and J. D. (2018). *New Insights into Language Anxiety: Theory, Research and and Educational Implications*. *1995*, 6–8.

Cetlin, C., & Bolukbasi Macit, Z. (2022). The Mediating Role of Cognitive Flexibility between Foreign Language Learning Motivation and Foreign Language Anxiety of University Preparatory School Students. *International Online Journal of Education and Teaching*, *9*(3). https://files.eric.ed.gov/fulltext/EJ1352276.pdf

Chen, Z., Zhang, P., Lin, Y., & Li, Y. (2021). Interactions of Trait Emotional Intelligence, Foreign Language Anxiety, and Foreign Language Enjoyment in the Foreign Language Speaking Classroom. *Journal of Multilingual and Multicultural Development*, *0*(0), 1–21. https://doi.org/10.1080/01434632.2021.1890754

Chia, L. W., Keng, J. W. C., & Ryan, R. M. (2016). Understanding Motivation in Education: Theoretical and Practical Implications. In *Building autonomous learners: perspectives from research and practice using self-determination theory*.

Constrained, S., Hashing, D., Transactions, I., & Processing, I. (2019). BIROn - Birkbeck Institutional Research Online BIROn - Birkbeck Institutional Research Online. *Tip*, *23*, 71– 84.

Csizér, K., & Illés, É. (2020). *Helping to Maximize Learners' Motivation for Second Language Learning Special Issue: Pathways to the Successful Teaching and Learning of an L2 In Honor of Andrew Cohen's Contributions to L2 Teaching and Learning Research. 19*, 19–31. www.EUROKD.COM

Dewaele, J.-M., & Proietti Ergün, A. L. (2020). How Different are the Relations between Enjoyment, Anxiety, Attitudes/Motivation and course Marks in Pupils' Italian and English as Foreign Languages? *Journal of the European Second Language Association*, *4*(1), 45. https://doi.org/10.22599/jesla.65

Dewaele, March, J., & Saraj, A. (2015). *BIROn - Birkbeck Institutional Research Online of English: The effect of personality, 5*, 205–228. https://doi.org/10.14746/ssllt.2015.5.2.2

Handbook, O. (2012). The Oxford Handbook of Human Motivation. *Choice Reviews Online*, *49*(11), 49-6579-49–6579. https://doi.org/10.5860/choice.49-6579

Horwitz, E. K. (2017). On the Misreading of Horwitz, Horwitz and Cope (1986) and the Need to Balance Anxiety Research and the Experiences of Anxious Language Learners. *New Insights into Language Anxiety: Theory, Research and Educational Implications*, 31–47. https://doi.org/10.21832/9781783097722-004

Liu, M., & Zhang, W. (2008). An exploration of Chinese EFL learners' foreign language anxiety, personality and self-esteem. *Journal of Applied Linguistics*, *5*(2), 181–203. https://doi.org/10.1558/japl.v5i2.181

MacIntyre, P. D. (2017). An Overview of Language Anxiety Research and Trends in its Development. *New Insights into Language Anxiety: Theory, Research and Educational Implications*, 11–30. https://doi.org/10.21832/9781783097722-003

Mantiri, O. (2015). Principles in Language Learning Motivation. *Linguistics and Literature Studies*, *3*(2), 70–74. https://doi.org/10.13189/lls.2015.030206

Pledger, A., Johnson, M., Brewin, P., Phillips, J., Martin, S. L., & Yu, D. (2020). Characterising the geomorphological and physicochemical effects of water injection dredging on estuarine systems. *Journal of Environmental Management*, *261*(March), 110259. https://doi.org/10.1016/j.jenvman.2020.110259

Riskind, J. H., & Calvete, E. (2020). Anxiety and The Dynamic Self as Defined by The Prospection and Mental Simulation of Looming Future Threats. *Journal of Personality*, *88*(1), 31–44. https://doi.org/10.1111/jopy.12465

Santos, A., Gorter, D., & Cenoz, J. (2017). *Communicative Anxiety in the Second and Third Language*. *0718*. https://doi.org/10.1080/14790718.2017.1258980

Stavrulaki, E., Li, M., & Gupta, J. (2021). Perceived Parenting Styles, Academic Achievement, and Life Satisfaction of College Students: the Mediating Role of Motivation Orientation. *European Journal of Psychology of Education*, *36*(3), 693–717. https://doi.org/10.1007/s10212-020-00493-2

Teeter, J. L. (2017). Improving Motivation to Learn English in Japan with a Self-Study Shadowing Application. *Languages*, *2*(4). https://doi.org/10.3390/languages2040019

Teimouri, Y., Goetze, J., & Plonsky, L. (2019). Second Language Anxiety and Achiefmment. *Studies in Second Language Acquisition*, *41*(2), 363–387. https://doi.org/10.1017/S0272263118000311

Thompson, A. S., & Erdil-Moody, Z. (2016). Operationalizing Multilingualism: Language Learning Motivation in Turkey. *International Journal of Bilingual Education and Bilingualism*, *19*(3), 314–331. https://doi.org/10.1080/13670050.2014.985631

Wen, X., & Piao, M. (2020). Motivational Profiles and Learning Experience Across Chinese Language roficiency Levels. *System*, *90*.https://doi.org/10.1016/j.system.2020.102216

Wu, L., Nguyen, V. D., Kilingar, N. G., & Noels, L. (2020). A Recurrent Neural NetworkAccelerated Multi-Scale Model for Elasto-Plastic Heterogeneous Materials Subjected to Random Cyclic and non-Proportional Loading paths. *Computer Methods in Applied Mechanics and Engineering*, *369*(C), 1–32. https://doi.org/10.1016/j.cma.2020.113234

Zong, D., Liu, X., Li, J., Ouyang, R., & Chen, P. (2019). The Role of Cigarette Smoke-Induced Epigenetic Alterations in Inflammation. *Epigenetics and Chromatin*, *12*(1), 1–25. https://doi.org/10.1186/s13072-019-0311-8