**Correlation between Anxiety and Willingness to Communicate
in the Indonesian EFL Context**

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**Abstract**
This present study probes the relationship between English as a Foreign Language (EFL) students' language anxiety and their willingness to communicate. The research questions are threefold: a) What are the types of anxiety experienced by the students, b) What is the anxiety level of them, and c) What is the correlation between foreign language anxiety (FLA) and the willingness to communicate (WTC) of the students. Quantitative descriptive approach was employed and the data were collected from 98 participants in an English Department by making use of the Foreign Language Classroom Anxiety Scale (FLCAS) and Likert-type WTC Scale. Pearson Correlation test was run to provide answers of the research questions. The results of this study indicated a strong positive correlation between learners' foreign language classroom anxiety and their willingness to communicate. Fear of negative evaluation, test anxiety, and communication apprehension were the students' types of anxiety. In addition, students had high level of anxiety, which in turn, made them difficult in dealing with language learning process and tend to have low desire to speak. Therefore, this study tries to highlight whether anxiety is a significant barrier to WTC, to determine the types and level of FLA, as well as to provide suggestions to help minimize the anxiety.

*Keywords:* EFL learners, Indonesian context, language anxiety, willingness to communicate

**Introduction**

The fact that many language learners face intrapersonal difficulties has been acknowledged in many researches in the area of second/foreign language learning. Anxiety is one of them. Many studies have confirmed that language anxiety has a negative effect on the performance of foreign language (FL) and second language (L2) learners (Horwitz et al., 1986; MacIntyre & Gardner, 1994). Furthermore, anxiety has been considered as one of the most influential elements of Willingness to Communicate (WTC). In this case, helping the students to reduce language anxiety and enhance a willingness to use the foreign language inside the classroom will make teaching result in authentic communication, and not only in linguistic and structural competence.

Anxiety has been defined as a state of apprehension, a vague fear that is only indirectly associated with an object (Huang, 2012). There are three categories of anxiety, namely: trait anxiety, state anxiety, and situation-specific anxiety (MacIntyre & Gardner, 1994). According to Zheng (2008), the differences between these three categories can be identified on a continuum from stability to transience. In other words, trait anxiety, which is related to a generally stable tendency to be nervous in a wide range of situations, forms one end, and "a moment-to-moment experience of transient emotional state" (p. 2) forms the other. Situational anxiety, representing the probability of becoming anxious in a particular type of situation, falls in the middle of the continuum. According to MacIntyre & Gardner (1994), language anxiety is a form of situation-specific anxiety. Also, Horwitz et al. (1986) recognizes that language anxiety is a situation-specific anxiety construct, "largely independent of the other types of anxiety" (p.127). It is basically the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning.

The term second language anxiety is used as an umbrella term for other more specific anxiety inducing situations. MacIntyre & Gardner (1994) found that anxiety in interpersonal settings and associated with recall of vocabulary and learning is communicative anxiety. Communication is referred to a helpful instrument in order that one can positively or negatively influence other people and in this regard, interaction is taken as the most important tool for communication among them. In addition, it is thought that learning inside classroom may bring about positive atmosphere which is fostering student involvement and in contrast reduce passivity (Sidelinger & Booth-Butterfield, 2010).

People, and English as a Foreign Language (EFL) learners in particular, have different levels of willingness to communicate (WTC) due to their different communication behaviors. Some are active participants, whereas others tend to speak only when spoken to; individuals tend to constantly verbalize with some interlocutors but remain silent with others. Language anxiety has been considered as one of the main barriers for WTC.

Anxiety has potential to negatively affect foreign language learning process, therefore, it is important to conduct a research in this topic. Anxiety makes learners afraid of making mistakes in speaking, which then leads to hesitation to communicate. By knowing the sources of anxiety, EFL learners can handle their fears on foreign language classroom. Teachers also must be aware

that by decreasing the anxiety of their students, it will make the classroom becomes less-threatening for them.

Researchers such as Bailey (1983, as cited in Young, 1991) analyzes the relationship between the competitiveness of learners and self esteem as a potential source of learner anxiety. She finds out that anxiety might be the consequences of the competitive nature of L2 learning, on the one hand, and language tests and learners' perceived relationship with their teachers, on the other. These aspects that Bailey identified were supported in subsequent studies, specifically, in Young's (1991) study. According to Young (1991), six potential causes of language anxiety are involved in students' language learning, which include personal and interpersonal, learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures and language tests. As can be seen, Young (1991) identifies the causes from three aspects which are the aspects of learners, teachers and instructional practice, to which Bailey's findings also complied. This current study tries to figure out the correlation in another EFL context, Indonesian in particular.

As previously stated, this present study attempts to identify students' anxiety and elaborate on the relationship between language anxiety and willingness to communicate in EFL contexts as Indonesian, specifically in Faculty of Cultural Studies, Universitas Brawijaya, in order to find the sources of anxiety and strategies to minimize them in such contexts. Therefore, the following research questions are formulated: (1) What are the types of anxiety perceived by the students, (2) What is the anxiety level perceived by those students, and (3) What is the correlation between students' anxiety and the willingness to communicate of the students.

Regarding the significance, this study aims at giving a meaningful contribution to students and lecturers to determine and solve their problems in class activity by knowing the correlation between students' anxiety level and willingness to communicate level they have. Lecturers can get benefits from this study as it provides an overview of what level of anxiety that affects their students on willingness to communicate in English. The lecturers can use the data findings as a tool to develop strategies that improve student's spoken English ability. Students can also try to find out their learning strategies in order to improve their English speaking proficiency based on the anxiety levels and types displayed in this study.

## Literature Review
### Anxiety
In relation to foreign language, there is foreign language anxiety. It is worry and negative emotional reaction aroused when learning or using a second language (Young, 1991). In addition, Horwitz et al. (1986) state that anxiety is subjective feeling of tension, apprehension, nervousness, and wrong associates with an arousal of the autonomic nervous. It means that when learners are trying to explore their language, there is a feeling, known as anxiety, which makes them not confident in doing it. Sometimes, that feeling affects their readiness to speak up, even make them doing some mistakes in grammar, spelling, and pronouncing some English words.

Foreign language anxiety may not be easily detected and can affect the goal of learning language. This feeling is very common for EFL learners since it affects communicative aspects of language learning, such as listening and speaking (MacIntyre & Gardner, 1994). Anxiety in foreign language may prevent them from performing successfully in learning language. Liu (2007) conducted a study showing that Chinese students experience anxiety when they have a single performance such as a presentation in English class. It causes the students have lack of vocabulary, low English proficiency, and have memory disassociation.

However, anxiety that is experienced by EFL learners might be different from one another, depending also on the situation. According to Horwitz et al. (1986), there are three kinds of foreign language anxiety namely communicative apprehension, test anxiety, and negative evaluation.

Communication apprehension is one kind of shyness characterized by fear of communicating with people. This type of anxiety can hinder learners to communicate with society. They usually avoid communicating with people because they are not comfortable when expressing something in front of people. This type of anxiety usually makes learners unable to communicate correctly or understand what people say. In a classroom, quiet students may be regarded as good students. However, there are quiet students who have communication apprehension. This makes them hesitate to respond and participate in communication.

Another type of anxiety is test anxiety, which refers to a type of performance anxiety stemming from fear or failure. This type of anxiety relates to the fear towards examination, test, or other assignment used to evaluate learners' performance. Test anxiety can disturb their focus during the test. Students also develop the negative perceptions toward test. It may lead them to make errors, even for prepared students.

The last is fear of negative evaluation, which is defined as apprehension about others' evaluations, avoidance of evaluation situation, and the expectation that others would evaluate one negatively. Although it is similar to test anxiety, fear of negative evaluation is broader in scope because it is not limited to test-taking situations. Rather, it may occur in any social test, such as interviewing for a job or speaking in a foreign language class.

With regard to the level of anxiety, according to Horwitz et al. (1986), there are three categories: low, moderate, and high level of anxiety. These levels of anxiety can be indicated by knowing the result of Foreign Language Classroom Anxiety Scale (FLCAS) score. The score of FLCAS ranges from 33 to 165. The students whose score is lower than 99 are categorized as having low anxiety level, while the students who get higher score than 99 are categorized as having high level anxiety. However, if the score is exactly 99, they are categorized as cut-off line, which means they have moderate level of anxiety.

**Willingness to Communicate**
When given a situation to use a foreign/second language, some learners take the opportunity to speak up and some others remain silent. MacIntyre & Gardner (1994) state that willingness to

communicate refers to individual readiness to enter into discourse at a particular time with a specific person or persons, using a second language. While based on McCroskey and Baer (1985 as cited in MacIntyre & Charos, 1996), willingness to communicate is defined as a stable predisposition toward communication when free to choose to do so. It means that a person who is willing to communicate tends to have no obstacle in doing so. The proper objective to learn second language is to create willingness to communicate. Higher willingness to communicate among learners provides more opportunities to practice in second language and facilitate authentic second language usage (MacIntyre et al, 2001).

There are some variables that lead to different level of willingness to communicate (McCroskey, 1990). He describes it as antecedents of willingness to communicate which consist of introversion, self-esteem, communication competence, cultural diversity, and communication apprehension. These antecedents are examined to have correlation on willingness to communicate.

In relation to introversion, introvert persons are characterized as shy, timid, and quiet. The more introvert an individual, the less he or she initiates for communicating and takes less value on communicating. This kind of individual tends to be inner-directed and introspective. Compared to the extroverts, introverts tend to be less sociable and less dependent on other's evaluation.

The second antecedent influencing willingness to communicate is self-esteem. It means person's evaluation of his or her own worth. It is the indicator how people perceive their self-worth. If a person is categorized as having low self-esteem, it might be expected that the person tends to have low willingness to communicate because that person believes that others would respond negatively to what would be said.

Regarding communication competence, some people are known to be reticent, and when they are, they tend to avoid social interaction and say so little. It is contrary with how one is expected to be willing to communicate. It is undeniable that many people try to avoid communication because they are apprehensive about communicating, yet researchers such as Phillips (1977, as cited in McCroskey, 1990) still focuses on communicative skills. Phillips finds that when skills are increased, WTC also increases. It shows that some people who are less willing to communicate might be caused by their not knowing about how to communicate.

Cultural diversity is another antecedent. According to McCroskey (1992), when a person finds her/himself in environment in which her/his subculture is in minority position, this person may be described as culturally divergent. Culturally divergent people generally have deficient communication skill. They do not know how to communicate effectively. They tend to be less willing to communicate to avoid failure and possible negative consequences. On the other hand, a person who lives in the environment in which his/her subculture is in majority position, he/she tends to have more willingness to communicate and is comfortable to communicate effectively.

Lastly, communication apprehension is a level of fear or anxiety with either real or anticipated communication with another person or persons (McCroskey, 1990). It is predicted that

persons who have higher communication apprehension tend to avoid communication because of their negative experiences from anxiety that influence their performance. McCroskey explains that communication apprehension level of a person probably is a single best predictor of the person's willingness to communicate. The higher communication apprehension level a person has, the lower willingness to communication level perceived by him or her. It does not mean persons who have high communication apprehension do not engage in interaction. They have less frequency of involving in communication than those who are not afflicted with the communication apprehension under the same situation. They may have less willingness to communicate and select occupations that have low communication responsibilities to avoid communication.

There are different levels of willingness to communicate based on what context and with whom they communicate. In order to identify it, the appropriate instrument is by using Willingness to Communicate (WTC) Scale proposed by McCroskey. The WTC scale includes items related to four communication contexts which are public speaking, talking in meetings, talking in small group, and talking in interpersonal conversation, and also three types of receivers which are strangers, acquaintance, and friends.

**Previous Studies**

Rastegar & Karami (2015) investigated the relationships among foreign language classroom anxiety, willingness to communicate, and the scholastic success of Iranian EFL learners. The participants were 74 senior and junior students majoring in English Literature and English Translation at Shahid Bahonar University of Kerman. The results of this study revealed that there was a significant negative relationship between foreign language classroom anxiety and willingness to communicate. The relationship between foreign language classroom anxiety and scholastic success was also found to be significantly negative. However, a significant positive relationship was found between willingness to communicate and scholastic success.

In Indonesian context, Muamaroh & Prihartanti (2013) conducted a research describing Indonesian university student's willingness to actively engage in English language learning and their self-reported anxiety levels. They used questionnaire and interview to obtain the data. Their study shows there is a correlation between language anxiety and willingness to communicate. This study also shows that the level of willingness to communicate from the participants is very low (scored 14.21 on WTC scale) while their anxiety is at moderate level (scored 39.66 on FLCAS scale). Only half of the students (51%) have low willingness to communicate in English. More than half (68%) of the students indicate that their language anxiety influences their willingness to communicate in English, while 12% of them does not show that their anxiety influence their linguistic behavior.

There have been numerous studies discussing anxiety and willingness to communicate (Muamaroh & Prihartanti, 2013; Rastegar & Karami, 2015) however those only discussed the correlation between the two variables and have not investigated other elements (levels of anxiety and types) to enrich the finding as being revealed in this current study. Another study from Murtiningsih (2016) revealed students' anxiety and willingness to communicate in Vocational

Program Universitas Brawijaya. She used 67 participants and employed Foreign Language Classroom Anxiety Scale (FLCAS) and Willingness to Communicate (WTC) scale. The research findings suggest that English students of vocational program Universitas Brawijaya have high level of anxiety and low level of willingness to communicate. In addition, this study reveals that there is a sufficient negative correlation between students' anxiety and their willingness to communicate.

**Research Method**
**Research Design**
This study employed quantitative descriptive approach since it was considered as the most appropriate approach to analyze the degree of anxiety, willingness to communicate, and also their correlation perceived by the students of English Study Program Universitas Brawijaya. This study used correlation procedure which shows the extent to which change in one variable is associated with change in another variable (Ary et al, 2002, p.143).

**Participants**
The participants in this study were the students of English Department Universitas Brawijaya Malang, Indonesia. The first-year students (of academic year 2016/2017) were taken as population based on preliminary assumption that they have higher level of anxiety (nervousness) compared to the second or third year students since they are starting their university study. Moreover, there will still be plenty of time to improve their communication skill in English since they have three more years until they get the degree.

**Research Instrument**
Two questionnaires were employed in this study, namely Foreign Language Classroom Anxiety Scale (FLCAS) and Willingness to Communicate (WTC) Scale.

Foreign Language Learning Anxiety Scale (FLCAS) is a self-report measure which assesses the degree of anxiety, as revealed by negative performance expectancies and social comparisons, psycho-physiological symptoms, as well as avoidance behaviour (Horwitz et al, 1986). It is the most commonly used tool for assessing Foreign Language Anxiety. This instrument is composed of 33 items, each of which is answered on the five-point Likert scale, ranging from strongly disagree to strongly agree with values 1 – 5 assigned to them respectively. The higher the score, the more anxiety the students have. Since the item 2, 5, 8, 11, 14, 18, 22, 28, 32 were negative, the score was reversely computed.

The second questionnaire employed in this study was Willingness to Communicate (WTC) Scale by McCroskey (1992). This instrument measures a person's willingness to initiate communication. The face validity of the instrument is strong, and results of extensive research indicate the predictive validity of the instrument. Alpha reliability estimates for this instrument have ranged from .85 to well above .90. Of the 20 items on the instrument, 8 are used to distract attention from the scored items. The twelve remain items generate a total score, 4 context-type

scores, and 3 receiver-type scores. The sub-scores generate lower reliability estimates, but generally high enough to be used in research studies. For WTC Scoring, the following is the guide:

Context-type sub-scores—

Group Discussion: Add scores for items 8, 15, & 19; then divide by 3.
Meetings: Add scores for items 6, 11, 17; then divide by 3.
Interpersonal: Add scores for items 4, 9, 12; then divide by 3.
Public Speaking: Add scores for items 3, 14, 20; then divide by 3.
Receiver-type sub-scores--
Stranger: Add scores for items 3, 8, 12, 17; then divide by 4.
Acquaintance: Add scores for items 4, 11, 15, 20; then divide by 4.
Friend: Add scores for items 6, 9, 14, 19; then divide by 4.
To compute the total WTC score, add the sub scores for stranger, acquaintance, and friend. Then divide by 3. All scores, total and sub-scores, will fall in the range of 0 to 100.
Norms for WTC Scores:
Group discussion : >89 High WTC, <57 Low WTC
Meetings          : >80 High WTC, <39 Low WTC
Interpersonal conversations: >94 High WTC, <64 Low WTC
Public Speaking   : >78 High WTC, <33 Low WTC
Stranger          : >63 High WTC, <18 Low WTC
Acquaintance      : >92 High WTC, <57 Low WTC
Friend            : >99 High WTC, <71 Low WTC
Total WTC         : >82 High Overall WTC, <52 Low Overall WTC

**Data Collection**
In order to collect the data, the following steps were taken:
1. Distributing the Foreign Language Classroom Anxiety Scale (FLCAS) and Willingness to Communicate (WTC) scale to students. Before distributing the questionnaires, the students were given instructions and were asked to faithfully answer the questionnaires.
2. Collecting the questionnaires.
3. Informing the participants the result of the questionnaire would be kept confidential. This is related with research ethics that all names should be pseudonym.

**Data Analysis**
After collecting the data from the participants, the following steps of data analysis were taken:
1. Inputting the data gathered from FLCAS and WTC Scale.
2. Finding the result of students' type of anxiety.
3. Measuring the anxiety level of students.
4. Calculating the correlation between students' anxiety and their willingness to communicate using SPSS 20.
5. Interpreting the results of correlation based on Pearson's correlation.
6. Drawing conclusion based on the results of analysis.

**Findings and Discussion**
**Types of Anxiety**
The 98 students of the first year in English Study Program Universitas Brawijaya Malang as the participants of this study show the following results (see Table 1) concerning the anxiety types they possess. Type of anxiety is determined by the results of Foreign Language Classroom Anxiety Scale (FLCAS) by measuring the mean score of each anxiety type. The mean score of communication apprehension was from items number 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32. Meanwhile, the mean score of test anxiety was obtained by measuring items number 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, and 28. Lastly, the result of fear of negative evaluation was obtained by assessing the mean score of items number 2, 7, 13, 19, 23, 31, and 33.

**Table 1** *Fear of negative evaluation*

| Item | Statement | Mean score |
|------|-----------|------------|
| 2 | I don't worry about making mistake in language class. | 2.86 |
| 7 | I keep thinking that the other students are better at language than I am. | 3.74 |
| 13 | It embarrassed me to volunteer answers in my language class. | 2.80 |
| 19 | I am afraid that my language teacher is ready to correct every mistake I make. | 3.08 |
| 23 | I always feel that the other students speak the foreign language better than I do. | 3.63 |
| 31 | I am afraid that the other students will laugh at me when I speak the foreign language | 3.10 |
| 33 | I get nervous when the language teacher asks questions which I haven't prepared in advance. | 3.75 |
| **Overall mean score** | | **3.28** |

As shown in Table 1, fear of negative evaluation got 3.28 mean score. This score was higher than communication apprehension and text anxiety. The table also shows that the statement which receives the highest score is item 33, which states "I get nervous when the language teacher asks questions which I haven't prepared in advance".

**Table 2** *Communication Apprehension*

| Item | Statement | Mean score |
|------|-----------|------------|
| 1 | I never feel quite sure of myself when I am speaking in my foreign language class. | 3.15 |
| 4 | It frightens me when I don't understand what the teacher is saying in the foreign language. | 3.08 |
| 9 | I start to panic when I have to speak without preparation in language class. | 3.56 |

| | | |
|---|---|---|
| 14 | I would *not* be nervous speaking the foreign language with native speakers. | 3.11 |
| 15 | I get upset when I don't understand what the teacher is correcting. | 3.48 |
| 18 | I feel confident when I speak in foreign language class | 2.98 |
| 24 | I feel very self-conscious about speaking the foreign language in front of other students. | 3.25 |
| 27 | I get nervous and confused when I am speaking in my language class. | 3.05 |
| 29 | I get nervous when I don't understand every word the language teacher says. | 3.41 |
| 30 | I feel overwhelmed by the number of rules you have to learn to speak a foreign language. | 3.03 |
| 32 | I would probably feel comfortable around native speakers of the foreign language. | 3.21 |
| **Overall mean score** | | **3.21** |

The above table presents the mean score of communication apprehension of the respondents. The mean score was 3.21 and highest score statement was item 9, which states "I start to panic when I have to speak without preparation in language class".

**Table 3** *Test Anxiety*

| Item | Statement | Mean score |
|---|---|---|
| 3 | I tremble when I know that I'm going to be called on in language class. | 3.14 |
| 5 | It wouldn't bother me at all to take more foreign language classes. | 3.70 |
| 6 | During language class, I find myself thinking about things that have nothing to do with the course. | 3.02 |
| 8 | I am usually at ease during tests in my language class. | 2.99 |
| 10 | I worry about the consequences of failing my foreign language class. | 3.87 |
| 11 | I don't understand why some people get so upset over foreign language classes. | 3.09 |
| 12 | In language class, I can get so nervous I forget things I know. | 3.41 |
| 16 | Even if I am well prepared for language class, I feel anxious about it. | 3.27 |
| 17 | I often feel like not going to my language class. | 2.15 |
| 20 | I can feel my heart pounding when I'm going to be called on in language class. | 3.37 |
| 21 | The more I study for a language test, the more confused I get.. | 2.52 |
| 22 | I feel pressure to prepare very well for language class. | 2.65 |
| 25 | Language class moves so quickly I worry about getting left behind. | 3.23 |
| 26 | I feel more tense and nervous in my language class than in on the classes. | 2.85 |
| 28 | When I'm on my way to language class, I feel very sure and relaxed. | 3.24 |
| **Overall mean score** | | **3.1** |

Table 3 presents the scores of test anxiety (mean=3.10), which is the lowest among all types of anxiety. Item 10 stating "I worry about the consequences of failing my foreign language classes" got the highest score.

Based on the result, it is evident that the first year students of English Study Program Universitas Brawijaya perceived all types of anxiety: fear of negative evaluation, communication apprehension, and test anxiety, respectively.

**Levels of Anxiety**

The second research problem deals with anxiety level of the first-year students of English Study Program Universitas Brawijaya. In order to analyze the anxiety level, the participants were asked to fill the Foreign Language Classroom Anxiety Scale (FLCAS). The scales of the questionnaire range from 1 (strongly disagree) to 5 (strongly agree). The data were analyzed by summing respondents' total score and calculating the mean score. The result is presented on the following table:

**Table 4 *Minimum and maximum score respondents' foreign language anxiety***

|  | N | Minimum score | Maximum score | Mean Score |
|---|---|---|---|---|
| Score Valid N | 98 | 78 | 136 | **104.74** |

Table 4 displays the students' anxiety level. N is the total respondents who completed the questionnaires. It consists of 98 students from the first year in the English Study Program.

Based on the result, the minimum score of anxiety owned by the individuals was 78, while the maximum score was 136, which left the mean score of 104.74 indicating high anxiety level. This is based on Horwitz et al (1986) who said that if the score is higher than 99, the participants are categorized as having high level anxiety.

**Correlation between Students' Anxiety and Willingness to Communicate**

The aim of this study is to examine the correlation between students' anxiety and willingness to communicate as formulated in the third research problem. Pearson Product Moment Coefficient Correlation was used to measure the correlation between the two variables. By using SPSS 20 software, the following data were obtained:

**Table 5 *Correlations between FLA and WTC***

**Correlations**

|  |  | anxiety | willingness |
|---|---|---|---|
| Anxiety | Pearson Correlation | 1 | .653** |
|  | Sig. (2-tailed) |  | .000 |
|  | N | 98 | 98 |
| willingness | Pearson Correlation | .653** | 1 |
|  | Sig. (2-tailed) | .000 |  |
|  | N | 98 | 98 |

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

Based on the analysis, the correlation value was 0.653 (as shown in Table 5). This value indicates that foreign language anxiety and willingness to communicate has high correlation. p value 0.00 shows that there is a positive correlation between the variables. In other words, $H_0$ is rejected and it reflects that there is a correlation between foreign language anxiety and willingness to communicate.

In addition, this study also measures the result of willingness to communicate level, each context type level, and each receiver type level from the participants. This was found by measuring the mean score of willingness to communicate and interpreting it based on the WTC norms scores.

**Table 6** *Context types sub-scores*

| Category | Group Discussion | Meeting | Interpersonal Conversation | Public Speaking |
|---|---|---|---|---|
| Mean scores | 63.26 | 52.03 | 56.56 | 58.25 |
| Levels | Moderate | Moderate | Low | Moderate |

**Table 7** *Receiver types sub-scores*

| Category | Stranger | Acquaintance | Friend |
|---|---|---|---|
| Mean scores | 42.08 | 56.02 | 74.48 |
| Levels | Moderate | Low | Moderate |

**Table 8** *Total WTC score*

| Category | Mean score | WTC score |
|---|---|---|
| Stranger | 42.08 | |
| Acquaintance | 56.02 | 57.56 (Moderate Level) |
| Friend | 74.48 | |

**Norms of Willingness to Communicate score**: >
82 High WTC, <52 Low WTC

**Discussion**
The discussion part is organized based on the research questions.

**Types of Anxiety**
There are three types of anxiety according to Horwitz et.al (1986) namely communication apprehension which deals with the fear of getting into a real communication with others, test anxiety which happens toward academic evaluation which makes students anxious about failing in test, and the last is fear of negative evaluation which appears because learners are anxious about negative impression of people toward their performance. The following table sums up the respondents' anxiety type based on the mean score from FLCAS.

**Table 9** *Ranks of Anxiety Types*

| Category | Mean score | Rank |
|---|---|---|
| Fear of Negative Evaluation | 3.28 | 1 |
| Communication Apprehension | 3.21 | 2 |
| Test Anxiety | 3.10 | 3 |

As can be seen from the table, fear of negative evaluation ranks the first, followed by communication apprehension and test anxiety. However, if it is reviewed from the mean scores, there is only slight difference between fear of negative evaluation and communication apprehension. This means that both types of anxiety really affect the respondents. This might be influenced by the position of the respondents who are the first-year students who are still hesitant to speak and communicate in English language and afraid if they are judged by others.

Findings of computation of mean of the statements of FLCAs demonstrated that the main sources of language anxiety were unpreparedness of teachers` questions, fear of failing class and fear of forgetting vocabulary and structures. In addition, the main sources provoking fear of negative evaluation was leaving unfavorable impressions on others, negative judgment by others, and fear of doing and saying wrong things. Calculating values indicated that the fear of negative evaluation is a strong source of foreign language class anxiety, as it ranks the first among the other two types of anxiety.

According to the results of previous research, communication apprehension is a significant source of anxiety (Koch and Terrell, 1991; Price, 1991, cited in Shabani, 2012). Communication apprehension deals with negative feeling to communicate with others, and as stated by McCroskey (1990), communication apprehension can lower the desire to speak. Based on the calculation, with only 0.007 different from fear of negative evaluation, this anxiety type also highly influences language learners. Moreover, Young (1991) states that teachers' beliefs about teaching a foreign language is one of the factors provoking anxiety, however, based on the results of this study there are additional factors such as not being prepared for speaking in class, communication apprehension with teachers, and teachers' correction, which play an important role in determining the level of anxiety.

Furthermore, the findings of this study demonstrate that test anxiety ranked the lowest in anxiety types, which indicated that the respondents also had burden in facing academic test. Usually learners who have this anxiety assume that no matter how hard they prepare for the test, it will not make them succeed in it. This feeling can make learners nervous in doing the test. As a consequence, learners may not focus and it can be a reason of failure in the test. From the finding, item 10 which states "I worry about the consequences of failing my foreign language classes" got the highest score.

**Anxiety Level**

Regarding the anxiety level of the participants, it was revealed that the mean score was 104.74 which indicate that the freshmen in English Department Universitas Brawijaya had high level

anxiety. This is derived from Horwitz' statement that the score under 99 is indicated as low anxiety, the 99 score means moderate level, while high anxiety is indicated by having more than 99 score.

The participants of this study are the English Department students who, of course, had high frequency to learn and use English primarily in the campus and classroom activities like conversation, discussion, and presentation. Most of the course subjects use English as the medium of communication. They also got specific speaking subject such as Academic Speaking and Speaking for Transactional Purpose. It can be presumed that they are very familiar with English speaking, yet it is evident from the result of this study that their anxiety level was still categorized as high level.

Anxious students fear they will not understand all language input and that is consistent with communication apprehension. Based on the results of the questionnaires, the students believe that in order to have any chance of comprehending the target language message, they have to understand every word that is spoken. Anxious students also fear being less competent compared to their fellow students. They also fear being evaluated by them. Anxiety also happens when there is competitiveness among students. As students assume that there are students who are categorized as best students in classroom, they will compare their ability to them and feel that best students have better performance than them. Moreover, they can assume that the ability of those students is the ideal performance while theirs are not. As found out by MacIntyre & Gardner (1994), students with high anxiety would find difficulty to express their own idea and tend to underestimate their own ability.

Another influencing factor is related with teacher's role. The way a teacher reacts to his students' mistakes is also influential in a foreign language classroom. This is in line with Young's (1991) research findings that instructor's characteristics such as non-harsh attitude toward error correction, a positive, friendly, and relaxed general attitude toward students can reduce students' anxiety.

**Correlation between Students' Anxiety and Willingness to Communicate**
This study used Pearson's correlation coefficient, a statistical measure of the strength of a linear relationship between paired data. Positive values denote positive linear correlation, negative values denote negative linear correlation, a value of 0 denotes no linear correlation. The closer the value is to 1 or -1, the stronger the linear correlation.
Correlation is an effect size and can verbally describe the strength of the correlation using the guide that Evans (1996) suggests for the absolute value of *r*.
.00 – .19          = very weak
.20 – .39          = weak
.40 – .59          = moderate
.60 – .79          = strong
.80 – 1.0          = very strong

**Correlations**

|  |  | anxiety | willingness |
|---|---|---|---|
| Anxiety | Pearson Correlation | 1 | .653** |
|  | Sig. (2-tailed) |  | .000 |
|  | N | 98 | 98 |
| willingness | Pearson Correlation | .653** | 1 |
|  | Sig. (2-tailed) | .000 |  |
|  | N | 98 | 98 |

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

From the statistical analysis, it was revealed that there was a correlation between foreign language anxiety and willingness to communicate of the students of English Study Program Universitas Brawijaya. It was indicated by the p value (significance value) of 0.00 which means that the correlation between two variables is significant. The coefficient correlation *r* was 0.653 which reflects strong correlation.

The results of this study indicated a strong positive correlation between foreign language anxiety and willingness to communicate. Based on the present research results, if EFL learners' language anxiety is high, they are less willing to communicate in the L2 and if their anxiety decreases, their willingness to communicate increases. This finding is in accordance with McCroskey & Richmond (1990) who stated that willingness to communicate has tendency affected by individuals' anxiety. When learners are able to speak in the classroom, it means they have ability to raise their confidence and do not feel intimidated by peers or teachers' judgments.

Willingness to Communicate (WTC) scale includes items related to three types of receivers and types of communication context. Types of receiver refers to whom a person willing to communicate, comprising friends, acquaintances, and strangers. There are also four communication context types, which are speaking in public, talking in meetings, talking in small groups, and having interpersonal conversation. In receiver type, the respondents were found to have more willingness to communicate with friends (74.48) reflecting moderate level and followed by acquaintances and strangers with 56.02 (low) and 42.08 (moderate) respectively.

In context type, this present study found that respondents had more willingness to communicate in group discussion, meeting, and public speaking, which were all categorized into moderate level of WTC. This is in line with Murtiningsih's (2016) finding revealing the same context type. Interpersonal communication showed a low level of WTC.

From this study results, it is necessary for respondents to increase their desire to speak since the category among three receiver types are not at high level. As English program students, having willingness to communicate with people around them is crucial.

**Conclusion**
The present study revealed the relationship between EFL students' language anxiety and their willingness to communicate. The results indicated a strong positive correlation between learners'

foreign language classroom anxiety and their willingness to communicate. This means that learners who were more anxious about language classroom tended to be more apprehensive about communicating in the L2. Previous studies had also confirmed this study's finding that the participants' unwillingness to communicate and their foreign language anxiety were significantly correlated to their English language proficiency.

This study also uncovered the types of anxiety of the students namely fear of negative evaluation, test anxiety, and communication apprehension. According to the mean score of each anxiety type, the fear of negative evaluation got the highest score. Therefore, it can be claimed that most of the freshmen in the English Department get nervous whenever they are in a situation that requires them to communicate in English in the classroom, implying that in educational contexts a great deal of attention should be paid to the construct of anxiety. By paying attention to their anxiety, learners can boost their willingness to communicate and their ultimate success.

Another finding of this study suggests the anxiety level perceived by respondents was high (104.74). Learners who have high anxiety usually find difficulties in language learning process and tend to have low desire to speak. From this study, it can be presumed anxiety is not merely caused by how long learners learn the foreign language or the learners' lack of practice. This study showed that even English college students also felt high anxiety.

In addition, the result from willingness to communicate scale showed that respondents did not have high willingness to communicate with three receiver types and four context types. In receiver types, the respondents displayed moderate level in communicating with friend and acquaintance, while low level for stranger. In context type, the respondents had moderate level in group discussion, meeting, and public speaking, and low level in interpersonal conversation. Overall, the score of willingness to communicate of respondents was categorized as moderate level (mean score: 57.56).

From this study results, it is suggested for students who experience anxiety not to feel discouraged or frustrated. Those who have anxiety do not mean they cannot be successful learners. They need to do more effort to find strategies to ease their feeling in learning language and not to negatively affect their willingness to communicate.

In order to achieve the goal, English teachers should get familiar with the construct of language anxiety; besides, they should try to identify the factors that create language anxiety for foreign language learners and find strategies that help the learners reduce their anxiety level. In this way, the students can increase their willingness to communicate and thus their eventual academic achievement.

This study had not displayed comparison of anxiety and willingness to communicate between first year students and their more experienced peers. Future research is expected to fill that gap and figure out whether how long learners learning English and on what stage they are is influential to anxiety.

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