

The Relationship between Anxiety and Willingness to Communicate: The Indonesian EFL Context

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Abstract : Anxiety has potential to negatively affect foreign language learning process. This feeling leads the learners hesitate to communicate. This present study aimed at investigating the relationship between students' anxiety and willingness to communicate of Indonesian EFL learners. There were 67 participants in this study who were the English Department students of Vocational Program of University of Brawijaya, Malang. This study employed Foreign Language Classroom Anxiety Scale (FLCAS) and the Willingness to Communicate (WTC) scale. The results of this study showed that the respondents had communication apprehension, test anxiety, and fear of negative evaluation. This study also revealed that English Department students of Vocational Program University of Brawijaya had high level of anxiety and low level of willingness to communicate. The relationship between foreign language classroom anxiety and willingness to communicate was found to be sufficiently negative. It is suggested for the language teachers to identify the causes of students' language anxiety and try to create cheerful and less stressful atmosphere in the classroom. It is also important to find a way to develop their teaching strategies to stimulate students' willingness to communicate.

Keywords : English as a foreign language (EFL), foreign language classroom anxiety (FLCA), vocational program, willingness to communicate (WTC)

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