

The Correlations among English Language Learning Anxiety, Attitudes, Styles and English Achievement of the Informatics and Computer Science Students

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Abstract: This study aims to figure out if there are any significant correlations among anxiety, attitudes, styles in learning English, and English achievement; and whether or not there is any significant correlation among every category of English language learning and English achievement; and which types of predictor variables give more contribution to criterion variables. There were 107 students of STMIK MDP Palembang taken as the sample. A correlational study method was used. The data were collected by using questionnaires and analyzed using Pearson Product moment correlation and regression analysis. From the results showed that the correlation between predictor variables and criterion variables was very weak and not significant, fear of negative evaluation, and students had test anxiety, communication apprehension, classroom anxiety; students' preferred learning style was sensory learning styles; students possessed self-image, inhibition, risk-taking, ego permeability, and ambiguity for tolerance. Students' English achievements were varied from very well to poor category, and the students' communication apprehension had given a significant correlation with their English achievement.

1 INTRODUCTION

Language is a means of human communication, both orally and in writing. It deals with the use of words in a structured and conventional way (Hornby, 2010). In the global era, language has become one of the most crucial elements of communication. Without good communication, people from different countries will not be able to understand each other either in oral or written form. It means that good communication using language among people from different countries is required.

There are various factors influencing in learning foreign language process such as motivation, attitudes, anxiety, aptitudes, age, learning achievements, intelligence, personalities, etc. (Gardner, 1960; Lehmann, 2006).

Anxious learners will not learn as quickly as relaxed learners, and if anxiety arises during learning then anxious learner will perform poorly because they have learned less (MacIntyre, 1995). It means the high anxiety students seem to have difficulties in learning English as they may feel nervous and worried to make mistakes.

In relation to English learning, attitude can be defined, in general, like the way someone thinks and feels about English, either positively or negatively. Positive attitudes students eager to do more in learning a language using strategies for examples, asking and answering questions, and volunteering information (Baker, 1993).

In addition, language learning styles might also influence the English language achievement. Many experts identified and classified learning styles in many different ways. A learning style is considered as the biologically and developmentally form a set of characteristics as well as teaching method.

An informal interview was conducted by the writer with some students who have taken English subject as a compulsory subject, the writer found that first; most of them are not satisfied with their current English proficiency and their English achievement even though they have already finished with the English subject. Second, they find English as a challenging, boring, confusing, and some say that learning English in class make them anxious and worried because they do not understand. Third, they also do not know what best way for them to learn. Besides, they still face some difficulties in

organizing ideas, grammatical patterns, limited time, vocabulary, coherence, and spelling except some vocabularies related to computer science as their major. Some students say that they worry about the final score and being upset learning English, therefore sometimes they are cheating in doing assignment and homework as long as they have a good score in English subject. In addition, some of the lecturers use teacher-centred approach and do not use many activities related to their major as informatics and computer science students. Therefore, the diversity of students' learning styles, strategies use related to their anxiety, attitude in learning English, and their English achievement becomes an object of investigations by the writer.

Based on the description above, in this study, the writer was intended to examine the general situation of students' English language learning anxiety, learning attitudes, and learning styles. As well, looks into the concept of that may influence the English achievement at Informatics and Computer Science Students of STMIK MDP Palembang.

2 ANXIETY, ATTITUDES, AND LEARNING STYLES

Language learning is regarded as the cornerstone of human existence. Mastering a language can help us expressing opinions, hopes, and even our dreams (Tavil, 2009). In the context of foreign Language learning, some factors might influence learning process such as personalities motivation, attitudes, anxiety, learning achievements, age, aptitudes and intelligence (Gardner, 1960; Lehmann, 2006, cited in Shams, 2008).

Anxiety are often outlined as a subjective feeling of tension, apprehension, nervousness, associated worry associated with an arousal of the involuntary nervous system and feelings of uneasiness, frustration, self-doubt, apprehension, or worry (Spielberger, 1983).

Anxiety is as a state of uneasiness and apprehension or concern caused by the anticipation of one thing threatening (Chastain, 1988). Anxiety could be a feeling of worry and emotional reaction that arises whereas learning or employing a second language (MacIntyre, 1999). Learning anxiety is often outlined as a mix of feelings, beliefs, and behaviors associated with the uneasiness of the method of foreign language acquisition (Hortwitz *et al.*, 1986). In short, language anxiety could be a combination of dangerous feelings within the method of learning a target language. There are four

types of language anxiety identified to break down the construct into researchable issues: (1) communication apprehension is a sort of timorousness characterized as a worry, or anxiety concerning human activity with individuals. It suggests that the individual is lack of confidence and bravery to speak because of the anxiety he has; (2) fear of negative analysis, the apprehension concerning others' evaluations, rejection of critical situations; (3) take a look at anxiety, the sort of performance anxiety ensuing from a concern of failure in an educational analysis setting; and (4) English classroom anxiety, it concerns to the students' learning environment (Horwitz *et al.*, 1986).

Attitude refers to a relatively enduring organization of feelings, beliefs, and behavioral towards socially important objects, groups, events or symbols (Hogg and Vaughan, 2005). Attitudes can be positive or negative disposition or tendency toward certain things, like a thought, object, person, and state of affairs. (Asher and Simpson, 1994). Attitudes are inseparable from language learning, specifically English as a foreign language. The learners' attitude towards the target language group will affect their success in learning that language. It means either positive or negative attitudes to language learning are influenced by many factors (Gardner, 1985).

There are five main characteristics of attitudes: (1) Attitudes are psychological feature (i.e. are capable of being thought about) and emotional (i.e. have feelings and emotions connected to them); (2) Attitudes are dimensional instead of bipolar – they vary in degree of favourability/unfavourability; (3) Attitudes incline an individual to act during a bound approach, however the connection between attitudes is not a significance one; (4) Attitude is learnt, not inherited or genetically. Since it is learnt, it can be caught (Gardner, 1985). Reinforcement and imitation processes are believed to represent the processes which are involved in the learning of attitude. The self-esteem (self-image), inhibition, risk-taking, ego permeability, and tolerance of ambiguity are among the variables that may account for EFL learners' success or failure (Brown, 2000).

Learning methods are often outlined because the psychological feature, affective, and psychological factors that are comparatively stable indicators of however learners understand, act with, and reply to the training atmosphere. Learning designs as psychological feature, affective, and physiological traits that are comparatively stable indicators of however learners understand, move with, and reply

to the training atmosphere (Brown, 2007). Additionally, learning styles is as a person's most well-liked or habitual ways in which of process the data and re modelling data into personal data (Wang, 2007). Learning styles as internally based mostly characteristics are usually nor perceived or consciously utilized by learners for the intake and comprehension of latest info (Reid, 1998).

In this study, the author used Reid's 3 major categories of learning designs. They're psychological feature learning styles, sensory/perceptual learning designs, and private learning designs..

3 METHODOLOGY

This study used a correlational study design to find out whether or not there was any significant correlation between English language learning anxiety as well as each type of learning anxiety and English achievement, whether or not there was any significant correlation between learning attitudes as well as each kind of learning attitudes, and English achievement, and whether or not there was any significant correlation between the English language learning styles as well as each kind of English language learning styles and English achievement.

3.1 Population and Sample

The population in this study was all the first semester students of informatics and computer science department of STMIK MDP Palembang in the academic year of 2017/2018. The participants were 107 students. The sample was total population taken by using convenience sampling due to the availability of informatics and computer science students of STMIK MDP Palembang.

3.2 Instruments

There were four measurement instruments operationally outlined supporting the context of the study. First, language learning anxiety refers to the four factors that cause the students' English language learning anxiety. They were communication apprehension, concern of negative analysis, test anxiety, and classroom anxiety. The students' English language anxiety was measured by the class room anxiety scale developed by Horwitz *et al.* (1986).

Second, English language learning attitudes refer to the feeling the students have about English. In this study, the English language learning attitudes included the students' self-image, inhibition, risk-

taking, ego permeability, and ambiguity in learning English. The students' English language learning attitudes were measured by English Language Learning Attitudes Questionnaire developed by the Summer Institute of Linguistics International (1999).

Next, English learning styles in this study refer to factors indicate students' perception, interaction and responses to the learning environment. The students' learning styles were categorized into five groups: visual /auditory /kinaesthetic, extroverted/introverted, analytic /global, field-independent/field dependent and impulsive /reflective learning styles. The students' learning styles were measured by the English language Learning Style Survey developed by Cohen, Oxford and Chi (2001).

The last instrument was English achievement. In this study, it was the students' English achievement taken from their English final scores.

3.3 Reliability

A pilot study was conducted to live the dependability level of the questionnaire items. To do so, thirty four students were at random chosen from the target population. These students didn't participate within the actual study.

Using the statistical Package for the social science Program (SPSS) version 21.0, an analysis of item reliability decided through the reliability coefficient check. The reliability coefficient of the test ought to be a minimum of 0.70 and ideally higher (Fraenkel *et al.*, 2012).

Table 1: Reliability score of language aspects.

Questionnaires	No. items	Cronbach's Alpha Value
English Language Classroom Anxiety Scale	33 items	0.876
English Language Learning Attitudes Questionnaire	27 items	0.755
English language Learning Style Survey	64 items	0.863

Based on the reliability test reported in Table 1, it showed that the reliability coefficient of the English language learning anxiety questionnaire was 0.876, the reliability coefficient of English learning attitudes questionnaire was 0.755, and the reliability coefficient of English language learning styles questionnaire was 0.863. Since all the coefficient value of the questionnaires were higher than 0.70, the questionnaires were considered reliable.

3.4 Validity

To obtain the validity of questionnaires, the writer asked feedback from two validators. The validators were selected because both of them had eligible experience and knowledge toward qualitative research, have much experience about ELT and understand the way in making a good questionnaire. Afterward, the questionnaires were tried out.

3.5 Analysis of Data

The data collected was analyzed using the SPSS Program to answer the research questions. There were two kinds of techniques in collecting the data. The first was a questionnaire and the second was English achievement scores.

In this study, there were six statistical analyses; (1) the analysis of English language learning anxiety, (2) the analysis of the English language learning attitudes, (3) the analysis of English language learning styles and English achievement score, (4) the analysis of descriptive data, (5) the correlation analysis, and (6) the multiple regression analysis.

3.5.1 Students' Anxiety toward English Achievement

The minimum score of learning anxiety obtained was 39, while the maximum score was 76. The overall mean score of learning anxiety among the students was 57.07 ($SD=8.000$) (see Table 2).

Table 2: The description of students' English language learning anxiety.

	N	Min	Max	Means	SD
Learning Anxiety	107	39	76	57,07	8,000
Valid N	107				

This result shows that the students have an anxiety to learning English. In addition, the mean scores of the four aspects of English language learning towards English achievement were different. From Table 3, the result of the analysis showed that fear of negative evaluation (FNE) was 22.63 ($SD= 3.394$) that was mostly cited by students. Followed by English classroom anxiety (ECA) was 15.24 ($SD= 2.514$). The communication apprehension (CA) was 12.21 ($SD= 2.166$). The learning anxiety that had the lowest mean was test anxiety (TA) with means scores of 7.00 ($SD= 1,536$).

Table 3: The description of students' English language learning anxiety for every category.

	N	Min	Max	Means	SD
Communication Apprehension	107	8	18	12,21	2,166
Fear of Negative Evaluation	107	14	31	22,62	3,394
Test Anxiety	107	4	11	7,00	1,536
English Classroom Anxiety	107	7	22	15,24	2,514
Valid N	107				

3.5.2 Students' Attitudes toward English Achievement

The minimum score of learning attitudes obtained was 94, while the maximum score was 186. The overall mean score of learning attitudes among the students was 195.64 ($SD = 16.275$) (see Table 4).

Table 4: The description of students' English language learning attitudes.

	N	Min	Max	Means	SD
Learning attitude	107	94	186	195,64	16,275
Valid N	107				

Table 5: The description of students' English language learning attitudes for each category.

	N	Min	Max	Means	SD
Self-image	107	22	54	35,20	6,62
Inhibition	107	14	58	32,47	9,98
Risk-taking	107	26	64	43,44	7,19
Ego permeability	107	20	58	38,77	7,68
Tolerance of Ambiguity	107	28	58	45,76	6,16
Valid N	107				

The result of the descriptive analysis shows the mean scores of the students were different attitudes towards learning English. From Table 5, each category of English language learning attitudes showed that Tolerance of Ambiguity (TA) was 45.76 ($SD= 6.160$) mostly cited by the students, followed by Risk-taking (RT) with means score of 43.44 ($SD= 7.189$), means score for Ego Permeability (EP) was 38.77 ($SD= 7.681$) and Self-image (SI) was 35.20 ($SD= 6.621$). The lowest English language learning attitude was Inhibition (I) with a mean score of 32.47 ($SD= 9.983$).

Most of students showed a negative perspective and it absolutely was additionally intend because of such a negative perspective might have been a reaction to the traditional techniques employed by English language teachers.

3.5.3 Students' Learning Styles toward English Achievement

The minimum score of English language learning styles obtained was 50, while the maximum score was 202. The total mean scores of English language learning styles was 156.84 (*SD*= 22.528) (see Table 6).

Table 6: The description of students' English language learning styles.

	N	Min	Max	Means	SD
Learning Styles	107	50	202	156,84	22,528
Valid N	107				

The result of descriptive analysis also showed the means score for every category that for Sensory preferences category, Visual was 25.49 (*SD*= 4.573) mostly cited by students, followed by Auditory 22.49 (*SD*= 5.173), Kinesthetic was 20.77 (*SD*= 5.251). For the Personality Learning Styles category, Extroverted was 15.98 (*SD*= 3.716) more than Introverted learning style with mean score of 15.27 (*SD*= 2.986). For the Cognitive Learning Styles category, the particular style was 13.48 (*SD*= 2.799) more cited by students than Global style was 13.02 (*SD*= 2.997), field independent style was 7.31, field dependent style was 7.08 (*SD*= 1.591), reflective style was 9.11 (*SD*= 2.361), and the learning style, the lowest mean score was Impulsive style of 6.85(*SD*= 2.171) (see Table 7).

Table 7: The description of students' English language learning styles for each category.

Sub-Category	N	Min	Max	Means	SD
Visual	07	13	37	25,49	4,573
Auditory	107	6	35	22,49	5,173
Kinaesthetic	107	5	33	20,77	5,251
Independent	107	0	12	7,31	2,246
Dependent	107	3	11	7,08	1,591
Global	107	3	20	13,02	2,997
Particular	107	3	20	13,48	2,799
Impulsive	107	0	12	6,85	2,171
Reflective	107	2	12	9,11	2,361
Extroverted	107	1	24	15,98	3,716
Introverted	107	3	21	15,27	2,989
Valid N	107				

3.5.4 Students' English Achievement

The scores of students' English achievement were obtained from the scores of their English final scores. The lowest score of the students' English achievement was 28, and the highest was 99. Then, total mean scores of their English achievement was 80.84 with the standard deviation was (10.56) (see Table 8).

Table 8: Students' English achievement scores.

English Achievement	N	Min	Max	Means	SD
	107	28	99	80.84	10.56

As shown in Table 9, there were 68 (63.6%) students in the Very Good category, 27 (25.2%) students were in a Good category, 11 (10.3%) students were in the Fair category and 1 (0.9%) student was in Poor category

Table 9: The distribution of English achievement based on each category.

Score Interval	Frequency	Percentage (%)
Very Good (80-100)	68	63.6
Good (70-79)	27	25.2
Fair (57-69)	11	10.3
Poor (40-56)	1	0.9
Very Poor (< 40)	0	0
Total	107	100

(Source: STMIK MDP Palembang academic year of 2017/2018)

3.6 Discussion

According to the results of the study, in general, there were very weak correlations among anxiety, styles, attitudes, and English achievement, and they were not significant. For foreign language anxiety had a negative, very weak, and insignificant correlation with English achievement. The negative correlation indicates that the more anxious the students showed lower English achievement scores. However, the correlation was not significant between English language learning anxiety and English achievement. Indeed, the students experienced foreign language anxiety, but it did not significantly influence their English achievement.

In addition, based on the descriptive analysis, it revealed that students experienced communication apprehension since they experienced unconfident in speaking English, felt afraid to speak English without preparation, and felt confused when they did not know what the teacher said. It also showed that students did not possess a fear of negative evaluation

from their friends, but they had such negative feeling towards their teacher. The students thought that English class runs fast so they concern left behind. In addition, test anxiety was also experienced by the students since they were not relaxed to have an English test and were worried that they would fail in English class. However, they would feel ease to have the test if they had prepared for it well. It confirms what Alemi (2011) found that a lack of preparation is one of the reasons for test anxiety. Meanwhile, the English classroom anxiety was not possessed by the students. Although they were interested in English class, they still thought that learning English was difficult, felt anxious and pressured when they had to prepare everything in English class.

The learning styles in studying English had a very weak correlation with English achievement. Learning styles preferences did not correlate with learners' language achievement (Mehrpour and Motlagh, 2015). Ignoring learning style preferences in classrooms particularly by the teachers might be a reason for the lack of significant relationships between learning styles and language achievement.

Auditory and kinesthetic learning styles were shown to have significant correlations with English achievement. Related to the descriptive analysis, the sensory styles in learning were the most perceived learning styles by the students. It supports a statement that the visual style students learn best by seeing information, easily recall printed information in visualization skills and have strong visual-spatial skills involving sizes, shapes, textures, angles (Wang, 2007).

Meanwhile, two type of cognitive and personal learning styles, impulsive cognitive style and extroverted personality style had correlations with English achievement. The impulsive learners, who are acting without much forethought, are spontaneous, are taking more risks in everyday activities, and are quick deciders in uncertain circumstances, had a significant correlation with English achievement.

However, the descriptive analysis showed that the most dominant cognitive learning style preferred by the students in term of how they receive the information was analytic learning style. Thus, it describes about analytic learners preferring details together to form an understanding, step-by-step manner, focus on details logically, individually on activity sheets, and learn best in sequential steps; structured and teacher-directed; clear goals; and requirements are presented.

The result from English language learning attitudes showed weak and not significant correlation between English language learning attitudes and English achievement. It means that the attitudes towards learning English, both positive and negative, had a very weak correlation with their English achievement, and it did not significantly influence the English achievement. The students in this study might have a tendency to feel comfortable in developing new cultural and language tendencies, were categorized quite emphatic learners, were probably willing to mimic native speaker of the target language and might have sufficient confidence in their language learning abilities. The students were to be process-oriented, had tolerance for errors, liked to try out new things, tended to use more complex structures in their production, tended to accept more errors, and had a tendency to be less accurate in their productive skills. Similarly, the students' inhibition was at the average level which means that the problems that prevented them to learn English did exist. The characteristics of learners with high inhibition, the students in this study, they might have fear of making mistakes, they did probably not understand the learning styles of making mistakes as the norm of learning, and they might probably not receive the practice necessary to reach linguistic fluency.

4 CONCLUSIONS

It can be concluded that first, anxiety, styles, and attitudes of English language learning had very weak and insignificant correlations with students' English achievement. Nonetheless, every type of the three variables did have a significant correlation with English achievement. Communication apprehension had a significant correlation with English achievement.

Second, from the results showed that the students' preferences language learning styles were the sensory learning styles, which means that most students preferred to learn English through things that related with the physical environment and involved using their senses. Then, the results also showed that the extroverted and impulsive learning styles had a significant correlation although it was very weak. Additionally, even though the correlation between students' attitudes in language learning and their achievement was not significant, their ego permeability did have a significant correlation with English achievement. It implies that students with high language ego permeability might not feel their

native language is threatened by learning English, and they were likely to have better English achievement.

It should be considered that the students learn with different ways, so it is very necessary for the lecturers or teachers to consider the teaching methods best suitable with how the students can learn best.

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