Analysis of the Causes of Anxiety in Using English Language among Community College Students

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Abstract

This research was conducted to analyze the causes of anxiety among students of Kolej Komuniti Ledang, Johor. A total of 40 students were involved as respondents of the research. Students' language anxiety was measured using an English Language Anxiety Scale (ELAS) questionnaire, which was developed from the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire (Horwitz, Horwitz & Cope, 1986). The research findings showed that most of the students experienced a moderate level of anxiety in using the target language. Students' language anxiety happens due to communication apprehension, fear of negative evaluation and test anxiety. It is known that the causes of students' anxiety were among all derived from negative self perception, fear of peer or language teacher's evaluations and the fear of failure in taking English tests. From the findings, the researcher has come out with a few pedagogical implications for English language teachers to alleviate the students' anxiety level whenever they use English language in the classroom.

Keywords*:* Communicative apprehension, Fear of negative evaluation, Test anxiety

1.0 INTRODUCTION

English is the language of international communication and it is widely used in Malaysia. It is anticipated that with the trend of globalization, this country will face more stiff competition from other foreign countries. Thus, Malaysian students should be well-equipped with a solid educational foundation to remain competitive which includes the ability to communicate in English. As a second most important language in Malaysia, English is extensively used in the education system from the primary to the tertiary levels. It is also widely used in diverse professions such as the medical, engineering, legal and business. Therefore, it is very crucial for Malaysian students to be proficient in English so that they can use the language efficiently for academic purposes and later in the professional setting.

Nonetheless, English language is not the first language for many Malaysian students as it is neither the language they have acquired and used from young, nor the dominant language of communication among

family and friends (Mohd. Hilmi, 2007). Students are still unable to acquire or even comprehend the language even after eleven years of learning the language at the primary and secondary levels. Thus, the process of learning English may be anxiety-arousing for students who do not have many opportunities to use English outside the school (Mohd. Hilmi, 2007).

Ezihaslinda (2007) observes that most learners lack opportunities to practice their English outside of the formal classroom. This is due to the fact that English has become a distant entity to the students as they are only given little exposure to practise what they have learned in class. Subsequently, they are expected to fall back on their first language leaving them little opportunity to use English with the surrounding community. This is because for some of the students, they neither use English at home nor with friends to communicate.

Furthermore, not every student experiences an authentic English-speaking environment that could influence and motivate them to use the language daily. Most of the students are exposed to English only during English language lessons in school (Mohd. Sofi, 2003). When they learn the target language during the class hours, there are four skills that they need to complete communication which are listening, speaking, reading and writing. Among these skills, speaking is admittedly the daunting task to acquire among students whose English is not their first language (Siti Haryati, 2007). Without a good command of the English language, the students' inability to communicate and converse in the target language will create anxiety among them.

According to Piniel (2006), language learners feel less successful and may experience extensive nervousness while having to speak in front of their peers when attending lessons of the foreign language. Some may even have the urge to skip class rather than being laughed at. Students who experience anxiety consider the foreign language process, and especially oral production, as a test situation, rather than an opportunity for communication and skills improvement (Tsiplakides, 2009). This is supported by Phillips (1992) in which oral skill can be problematic for second language learners as the anxiety they experience may have a debilitating impact on their ability to speak the target language.

Suffice to say, language anxiety plays a significant influence on language learning. Eysecnk (1979) stated that anxiety could be facilitative if it makes students work harder to improve their proficiency and it can be debilitative as well when it hinders students from learning or performing in a second language. Therefore, there is a need to address the language anxiety experienced by students in our local context considering its role in second language learning.

According to Shafiq, Irma, Ahmad & Wan (2008), there is a need to delve into the factors that affect language learning due to the ever increasing demand on English proficiency. These factors, among others, include cognitive styles, motivation and anxiety. All these are able to influence the learning of second language learners which could either promote or discourage them to use the language as a means of communication as frequently as possible.
Having realized this situation, the variables that affect L2 learning and teaching are worth examining. One of these is language anxiety. The possible existence of language anxiety in various skills of L2 learning can be one of the constant challenges to the teachers, as it can potentially hamper optimal learning and teaching from taking place in the classroom (Macintyre & Gardner, 1989).

A student who believes that one must never say anything in English until it can be said correctly will probably avoid speaking most of the time. Indeed, some learners prefer to keep quiet during English lessons because they are reluctant to speak in English. According to Khairul Izwan & Nurul Lina (2010), anxious learners tend to think about negative evaluations from other people and the situation becomes worse if they cannot control their anxiety.

2.0 LITERATURE REVIEW

2.1 Second/Foreign Language Anxiety

Second language anxiety is defined as a distinct complex of self-perception, beliefs, feelings, and behaviours related to using a foreign/second language for communication beyond the language classroom (Feigenbaum, 2007). Young (1991) perceives language anxiety as a distinct complex of self-perception, beliefs, feelings and behaviours related to using a foreign or second language for communication in the language classroom.

Language anxiety has been said by many researchers to influence language learning (Koba, Ogawa & Wilkinson, 2000). While facilitating anxiety produces positive effects on learners' performance, too much anxiety may cause a poor performance (Scovel, 1991). Horwitz, Horwitz & Cope (1991) have found that anxiety typically centers on listening and speaking. Speaking in class is most frequently difficult for anxious students even though they are good at responding to a drill or giving prepared speeches.

Anxious students may also have difficulties in discriminating sounds and structures or in catching their meaning. Horwitz, Horwitz & Cope (1986) also state that over-studying sometimes makes students so anxious as to cause errors in speaking or on tests. According to Krashen (1980; cited in Horwitz, Horwitz & Cope, 1986), anxiety contributes to an affective filter,

which prevents students from receiving input, and then language acquisition fails to progress (Horwitz, Horwitz & Cope, 1986),.

Based on the situation-specific perspective, recent studies have focused on anxiety which is specific to language situations. After examining the concept of language anxiety empirically, researchers find language anxiety is distinct from any other type of anxiety and is not merely a composite of other anxieties (Horwitz, Horwitz, & Cope, 1986; MacIntyre & Gardner, 1991b). Horwitz, Horwitz, & Cope (1986) developed a renowned theory of foreign language classroom anxiety (FLA), which contended its uniqueness to foreign or second language learning. In this theory, foreign language anxiety is composed of three subcomponents: 1) communication apprehension, 2) test anxiety, and 3) fear of negative evaluation.

In order to identify and measure FLA, Horwitz, Horwitz, and Cope (1986; cited in Chan & Wu, 2004) developed the Foreign Language Classroom Anxiety Scale (FLCAS), in which 33 question items ask respondents to respond to situations specific to foreign language learning anxiety. The items in the questionnaire are a reflection of the three components of foreign language anxiety on which all language practitioners agree (Cubukcu, 2007), which, are identified as; (1) communication apprehension; (2) test anxiety, and; (3) fear of negative evaluation (Ganschow & Sparks, 1996; cited in Chan & Wu, 2004). The following sections will give a further look on the three aspects of FLA.

2.2 Communication Apprehension

Daly (1991) describes communication apprehension as the fear or anxiety an individual feels when communicating. The term communication apprehension refers to an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons (Mejia, Appelbaum & Trotter, 1991). Communication apprehension includes oral communication anxiety, such as difficulty in speaking in groups, stage fright, and receiver anxiety, i.e., difficulty in listening to or learning a spoken language (Shafiq, Irma, Ahmad & Wan, 2008).

Communication apprehension is a type of shyness characterized by fear and anxiety about communicating with people (Cubukcu, 2007). Communication apprehension in foreign language learning derives from the personal knowledge that one will almost certainly have difficulty understanding others and making others be understood (Cubukcu, 2007).

Communication apprehension has been shown to have negative effects on learner achievement in interaction-oriented classrooms, such as the foreign language classroom (McCroskey, 1987). Thus, communication apprehension can have a debilitating effect on

language learners, and can detrimentally contribute to the language anxiety from which students suffer (Feigenbaum, 2007).

In a foreign language classroom, language learners' oral tasks include not only learning a second language but also performing the language. A language classroom is an example of a situation where perceived evaluation could be very high (Feigenbaum, 2007). In this type of setting, students feel that the teacher is judging them on every word they say, and teacher corrections may instigate this feeling of being judged (Pica, 1987). Thus, the foreign language classroom may not only provoke language anxiety, but may also enhance communication apprehension.

Oral communication consists of two components: listening and speaking (Chan & Wu, 2004). Speaking is anxiety-provoking in foreign language activities (MacIntyre & Gardner, 1991c). Young (1991) finds that most students are particularly anxious when they have to speak a foreign language in front of their class. As to listening, it is a problem for language learners, too. Foreign language learners usually have difficulty understanding others. MacIntyre & Gardner (1991b) state that communication apprehension emerges due to lack of control of oral communication.

2.3 Fear of Negative Evaluation

Fear of negative evaluation is defined as apprehension about others' evaluations, distress over their negative evaluations and the expectation that others would evaluate oneself negatively (Watson & Friend, 1969). Although it is similar to test anxiety, fear of negative evaluation is broader in scope because it is not restricted to test-taking situations.

In addition to situations of tests, it may take place in any social, evaluative situation such as interviewing for a job or speaking in a foreign language class. MacIntyre and Gardner (1989) propose that fear of negative evaluation is closely related to communication apprehension. When students are unsure of what they are saying, fear of negative evaluation occurs and they may doubt about their ability to make a proper impression.

In a foreign language context, negative evaluation derives mainly from both teachers and their peers because foreign languages require continual evaluation by the teacher and anxious students may also be intensely susceptible to the evaluations of their peers. Students with fear of negative evaluation might adopt the action of avoidance. In Aida's (1994) opinion, students with fear of negative evaluation are observed to sit passively in the classroom, withdrawing from classroom activities that could otherwise enhance their improvement of the language skills. She also points out that students may think of cutting class to avoid anxiety situations which cause them to be left behind. Chan & Wu (2004) observe that such situations are considered to have a harmful effect on

second language acquisition. Besides, they overlap and are closely related to each other (Horwitz, Horwitz, & Cope, 1986).

2.4 Test Anxiety

Test anxiety is considered as a situation-specific anxiety referring to examinations and apprehension over academic evaluation (Gardner & MacIntyre, 1989). It also refers to a type of performance anxiety stemming from a fear of failure.

Sarason (1984) defines test anxiety as the tendency to view with alarm the consequences of inadequate performance in an evaluative situation. It occurs when students have poor performance in the previous tests in which students subsequently develop a negative stereotype about tests and have irrational perceptions in evaluative situations. These students might have unpleasant test experience from either language class or other subjects, and they transplant the unhappy image to the present English class unconsciously (Chan & Wu, 2004).

Test-anxious students may have false beliefs in language learning. These students habitually put impractical demands on themselves and feel that anything less than a perfect test performance is a failure (Horwitz, Horwitz, & Cope, 1986). Young (1991) claims test anxiety would affect foreign language learners with low levels of oral proficiency more than those with high levels of proficiency. On the other hand, learners experience more language anxiety in highly evaluative situations.

Moreover, an oral test is more complicated because it provokes both test anxiety and oral communication apprehension. The fact reveals that the constructs of foreign language anxiety overlap and are difficult to distinguish. According to Horwitz, Horwitz, & Cope (1986), constant evaluations by the instructor in the foreign language classrooms are rather commonplace. In such situation, even the brightest and most prepared students commit language errors and as a result, test-anxious learners who fear of making errors will doubtlessly suffer stress and anxiety frequently (Horwitz, Horwitz & Cope, 1986).

3.0 Research Objectives/Questions

The objectives of this study are to identify the causes of anxiety the students go through when using English language in terms of communicative apprehension, fear of negative evaluation as well test anxiety.

With the objectives in mind, the following research questions are formed:

i. What causes communicative apprehension among students when using English language?
ii. What causes fear of negative evaluation among students when using English language?

iii. What causes test anxiety among students when using English language?

4.0 Methodology

4.1 Research Design

This research is conducted to investigate the anxiety level of students in using English language as the medium of instruction. With regard to the objectives of this research, a descriptive data-driven research is done. The focus of this research is students studying in Kolej Komuniti Ledang, Johor. This research is carried through a survey where information will be obtained from the sample as the primary source of data. A questionnaire was used as the instrumentation. Akla (2004) claims that the use of questionnaires is more effective and practical as it helps a researcher to accomplish his/her research objectives at a minimal cost. A questionnaire which is distributed to a group has the possibility to gather a more accurate data regarding facts, beliefs, feelings, or behaviour (Majid, 1990, cited in JCMarrie, 2007).

4.2 Population and Sample

The subjects of this study were First Semester students who spent two hours every week learning English language in a formal classroom. The respondents were selected based on the purposive sampling method. This type of sampling is chosen as it is able to study whoever or whatever is available and it also means that the group of students is easy access to the researcher (Singh, Chan & Sidhu, 2006). Thus, findings from this sample cannot be generalised to the population.

There were a total of 40 respondents involved in this study. The sample consisted of 15 male students and 25 female students. Table 4.1 describes the breakdown of respondents according to race. Out of 40 students, 28 were Malays, 5 were Chinese and 7 were Indians. It should be noted that an equal number of students according to race could not be sampled as the Chinese and Indian students in this school were the minority groups.

Table 4.1 Breakdown of Respondents According to Race

Race	Number of Students
Malay	28
Chinese	5
Indian	7
Total	**40**

Meanwhile, Table 4.2 identifies the breakdown of respondents according to programs and language proficiency. 10 students from each program

were selected to participate in this study. The subjects were from four different programs, namely Light Vehicle Service, Air Conditioning, Pastry and Accountancy. Their proficiency levels in English language ranged from intermediate to low.

Table 4.2 Breakdown of Respondents According to Courses and Language Proficiency

Courses	Language Proficiency	Number of Students
Light Vehicle Service	Intermediate to Low	10
Air Conditioning	Intermediate to Low	10
Pastry	Intermediate to Low	10
Accountancy	Intermediate to Low	10
	Total	**40**

4.3 Instrumentation

Data collection was done through the use of questionnaire. The questionnaire in use was based on the study of the Foreign Language Classroom Anxiety Scale (FLCAS). The FLCAS was developed by Horowitz, Horowitz & Cope (1986) and is based on an analysis of potential sources of anxiety in a language classroom; integrating three related anxieties which are (1) communication apprehension; (2) test anxiety, and; (3) fear of negative evaluation. As cited in Woodrow (2006), Horwitz, Horwitz & Cope (1986) made a valuable contribution to theorizing and measurement in language learning anxiety via the aforementioned language scale. The FLCAS proves to fulfil the requirements needed in answering the study's research questions concerning language anxiety among students of Kolej Komuniti Ledang. Henceforth, the researcher administered the English Language Anxiety Scale (ELAS) questionnaire which has the same items as the FLCAS and this will be further explained in the next paragraph.

Based on the FLCAS, the ELAS questionnaire was developed to find out the causes of language anxiety in English language classrooms. The questionnaire had also been used by Shafiq, Irma, Ahmad & Wan (2008) in their study regarding second language anxiety among diploma students in Technical University (Universiti Malaysia Perlis).

According to Wilson (2006), the FLCAS contains 33 items to be answered on a 5-point Likert type scale; from 'strongly disagree' to 'strongly agree', in order to measure foreign language anxiety. It has been shown to have an internal reliability of 0.93 and test-retest reliability over eight weeks of $r = .83$ and $p = .001$ (Horwitz, Horwitz & Cope, 1986, p. 129). Respondents are expected to rate the items on a Likert scale ranging from 1 to 5, as shown in Table 3.3.

Table 4.3 Likert-type Scale for the Questionnaire

Item	Response
1	Strongly Disagree
2	Disagree
3	Undecided
4	Agree
5	Strongly Agree

The ELAS questionnaire contained 33 statements in the questionnaire which are written in both English and Bahasa Melayu. The questionnaire is divided into two sections; Section A and Section B. Section A contains personal information regarding the subject's (1) age, (2) gender, (3) race, (4) program, and (5) grade of English paper in latest examination. The purpose of this section is to seek respondents' demographic information in order to answer the research questions.

On the other hand, Section B contains 33 open-ended statements that indicate the subject's opinion and self-reaction regarding the use of English as the medium of instruction in the classroom. These items are reflective of (1) communication apprehension, (2) fear of negative evaluation in using English as the medium of instruction, and (3) test anxiety. The items for each subscale are listed in Table 3.4 below.

Table 4.4 Items for Each Subscale

Subscale	Items
Communication Apprehension	1 - 17
Fear of Negative Evaluation	18 - 26
Test Anxiety	27 - 33

For communication apprehension, the items start from number 1 until 17. For fear of negative evaluation, the items are from number 18 until 26 while items number 27 up to 33 are under test anxiety. Additionally, the questionnaire had several items in Communication Apprehension and Test Anxiety subscales respectively that are reversed in meaning from the overall direction of the scale. These are called reversal items (JCMarrie, 2007, p. 53). The researcher will have to reverse the response value for each of these items before summing up the total. That is, if the respondent gave a 1, then it will be a 5; if he/she gave a 2 then it will be a 4; 3 = 3: 4 = 2, and 5 = 1 (JCMarrie, 2007, p. 53). These reversal items are listed in Table 3.5 and Table 3.6.

Table 4.5 Reversal Items for Communication Apprehension

Item	Statement

3	It would not bother me at all to take more English classes.
6	I do not understand why some people dislike the English lessons.
8	I would not be nervous speaking English with native speakers.
10	I feel confident when I speak English during the English lessons.
14	When I am on my way to my English classes, I feel very sure and relaxed.
17	I would probably feel comfortable around native speakers of English.

Table 4.6 Reversal Items for Test Anxiety

Item	Statement
27	I do not worry about making grammatical mistakes during the English lessons.
28	I am usually at ease during English tests.
33	I do not feel pressured to prepare very well for the English lessons.

The Likert Scale of 1 (Strongly disagree) to 5 (Strongly agree) has been used to measure the respondents' feedback for every item established. Data are analysed by descriptive statistics. The interpretation for the mean has been modified from Landell (1997) with the mean value 1.0 to 2.33 = low level, 2.34 to 3.67 = moderate level and 3.68 to 5 = high level of language anxiety.

5.0 Findings

The data were analysed in an attempt to answer the following research objectives:

Objective 1: To identify the causes of language anxiety in terms of communicative apprehension.

Refer to Table 3, the result shows that the students' level of communicative apprehension overall mean in using the English language is 2.79 which interprete as moderate level. *Item 11: "I feel very self-conscious about speaking English in front of other students"* derives the highest mean among all the items which is 3.38. This goes to show that most of the students in Community College feel anxious and worried when speaking in second language especially in front of their peers. With no proper background of English use in hand, it somehow impedes the students' performance in using the second language immensely. However, it is worth to note that *Item 9: "I often feel like not going to my English classes"* provides the lowest mean among all the items. Suffice to say, most of the students are indeed motivated to come to English classes.

Table 5.1: Level of Students' Communicative Apprehension

Item	Statement	Mean	Level
1	I never feel confident when I am speaking in my English class.	2.98	Moderate
2	It frightens me when I do not understand what the teacher is saying in English.	2.55	Moderate
3	It would not bother me at all to take more English classes.	2.38	Moderate
4	During the English lesson, I find myself thinking about things that have nothing to do with the course.	2.43	Moderate
5	I start to panic when I have to speak in English without preparation during the English lessons.	3.1	Moderate
6	I do not understand why some people dislike the English lessons.	2.68	Moderate
7	During the English lessons, I can get nervous that I forget the things I know.	3.1	Moderate
8	I would not be nervous speaking English with native speakers.	2.85	Moderate
9	I often feel like not going to my English classes.	2.28	Low
10	I feel confident when I speak English during the English lessons.	2.6	Moderate
11	**I feel very self-conscious about speaking English in front of other students.**	**3.38**	**Moderate**
12	I feel more tense and nervous in my English lessons than in my other classes.	2.78	Moderate
13	I get nervous and confused when I am speaking in my English class.	2.9	Moderate
14	When I am on my way to my English class, I feel very sure and relaxed.	2.45	Moderate
15	I get nervous when I do not understand every word the	3.2	Moderate

	English teacher says in English.		
16	I feel overwhelmed by the number of rules I have to learn in order to speak English.	2.78	Moderate
17	I would probably feel comfortable around native speakers of English.	2.95	Moderate
	Overall Mean	**2.79**	**Moderate**

Objective 2: To identify the causes of language anxiety in terms of fear of negative evaluation.

Refer to Table 5.2, the result again shows that the students' fear of negative evaluation overall mean in using the English language is 3.0 which interprete as moderate level. *Item 24: "I always feel that the other students speak better English than I do"* gives the highest mean among all the items which is 3.25. This clearly shows that most of the students have the initial perception that other students are able to communicate much better than they do and thus leads to their fear of negative evaluation. When this situation happens, students have the tendency to act more reserved and perform less in language activities than they are acquired to.

Table 5.2: Level of Students' Fear of Negative Evaluation

Item	Statement	Mean Scores	Level
18	I become nervous when I know that I am going to be called on during the English lessons.	2.78	Moderate
19	I keep thinking that the other students are better at English than I am.	3.1	Moderate
20	It embarrasses me to volunteer answers in my English class.	2.63	Moderate
21	I get upset when I do not understand what the English teacher is saying in English.	2.85	Moderate
22	Even if I am well-prepared for the English lessons, I feel anxious about it.	3.2	Moderate
23	I can feel my heart pounding when I am going to be called on during the English lessons.	2.98	Moderate

24	**I always feel that the other students speak better English than I do.**	**3.25**	**Moderate**
25	The English lessons advance so quickly that I worry about getting left behind.	2.85	Moderate
26	I am afraid that the other students will laugh at me when I speak English.	2.98	Moderate
	Overall Mean	**3.0**	**Moderate**

Objective 3: To identify the causes of language anxiety in terms of test anxiety.

Refer to Table 5.3, the result clearly shows that the students' level of test anxiety overall mean in using the English language is 3.09 which interprete as moderate level. *Item 29: "I worry about the consequences of failing my English tests"* gives the highest mean among all the items which is 3.73. From this data, we can clearly concur that any type of English assessments would cause them a great deal of anxiety.

Table 5.3: Level of Students' Test Anxiety

Item	Statement	Mean Scores	Level
27	I do not worry about making grammatical mistakes during the English lessons.	2.98	Moderate
28	I am usually at ease during English tests.	2.88	Moderate
29	**I worry about the consequences of failing my English tests.**	**3.73**	**High**
30	I am afraid that my English teacher is ready to correct every mistake I make.	2.68	Moderate
31	The more I study for an English test, the more confused I get.	2.88	Moderate
32	I do not feel pressured to prepare very well for the English lessons.	3.45	Moderate
33	I get nervous when the English teacher asks questions to which the answers I have not prepared in advance.	3.05	Moderate
	Overall Mean	**3.09**	**Moderate**

6.0 Discusson

From the data analysis, it can be inferred most language learners experience speech anxiety even for moderate level as they are afraid to speak in the target language. This is evident when most of the students agreed that they start to panic when they have to speak in English without preparation during the English lessons. They also felt that they lack self-confidence when they speak English during the lessons and this in return caused them to feel rather self-conscious about speaking English in front of other students. According to Horwirtz, Horwitz & Cope (1986), anxious students feel a deep self-consciousness when asked to risk revealing themselves by speaking the foreign language in the presence of other people. Furthermore, speaking the non-native language in front of peers is indeed the greatest source of anxiety.

In terms of negative evaluation, students become nervous when they know that they are going to be called on during the English lessons and apparently, it also embarrasses them to volunteer answers in their language class. When students are unsure of what they are saying, fear of negative evaluation occurs and students may doubt their ability to make a proper impression (JCMarrie, 2007). Fear of negative evaluation is also apparent among the students when they reported that they keep thinking that the other students are better at English than they are and they always feel that the other students speak better English than they do. Horwitz, Horwitz & Cope (1986) stated that anxious students do face fear of being less competent than other students or being negatively evaluated by them. According to Krinis (2007), it is a belief such as this that could trigger feelings of self-defeating. The students' fear of negative evaluation is also caused by the way that they feel so anxious even though they are well-prepared for the English lessons.

Therefore, when it comes to test anxiety, it is of no surprise to find that students' anxiety is derived from worrying about making mistakes in language class. According to Horwitz, Horwitz & Cope (1986), this type of students seems to feel constantly tested and to perceive every correction a failure. The students were also worried about the consequences of failing in their English tests. Test-anxious students may have false beliefs in language learning as they habitually put impractical demands in themselves and feel that anything less than a perfect test performance is a letdown (Horwitz, Horwitz & Cope 1986).

7.0 Conclusions

As a conclusion, it is suffice to say that all the causes of language anxiety may influence students' language performance in terms of communicative apprehension, fear of negative evaluation as well as test anxiety. It is very important to take into account on why they are behaving in such a way and to take the opportunity to aid them in reducing the level of anxiety. As we can see from the data analysis, most

of the respondents mainly feel very self-conscious about speaking English in front of other students. They also feel that the other students speak better English than they do and most importantly, they are indeed worry about the consequences of failing English tests.

From these causes alone, it is important for teachers to adhere to the outline of teaching and learning specifications that can encourage and promote the use of English among the students. There is also a need of classroom activities that allow students to engage in English language communication. The selection of activities should indeed meet the students' level of proficiency in order to prevent the learners from getting apprehensive or worried due to the language teacher's expectation.

The study also shows a very significant relationship between test anxiety and the students' grades in which most of the students feel anxious when it comes to English tests and examinations. It goes to show that the type of assessment given to the students has in fact influenced the students' language anxiety. Students whose performance in English is relatively poor are experiencing language anxiety that makes them fear of failing in any existing test situations. It should be noted that the students of low proficiency level should be given certain types of assessment that are suitable to their stage of comprehension and understanding.

In order to reduce students' language anxiety, the use of the first language (L1) should be permissible in order to allow the students to lower their level of anxiety. Through the moderate use of L1, the students might feel at ease and experience less anxiety while using the target language in order to compensate their lack of fluency in English language. Initially, speaking the non-native language in front of peers can be the greatest source of anxiety. By allowing the students of low proficiency level to adopt L1 while communicating the target language, it could at least help to slowly diminish students' feelings of nervousness or shyness to speak up or at least, respond to any communicative activities prepared by the language teacher. Thus, students are able to lessen their communication apprehension while acquiring the target language.

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