

Reviewer

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PROSIDING

Bahasa, Sastra, dan Budaya dalam Perubahan Sosial
dan Lingkungan serta Implementasinya dalam Pembelajaran

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Fakultas Sastra dan Budaya
Universitas Negeri Gorontalo

2017



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Seminar Nasional Bulan Bahasa 2017

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ISBN : 978-602-50665-0-4

Penulis

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PENGANTAR

Alhamdulillah, puji syukur kami panjatkan ke hadirat Allah Swt., Tuhan Yang Maha Esa atas terselenggaranya kegiatan seminar ini. Seminar yang mengambil tema bahasa, sastra, dan budaya dalam perubahan sosial dan lingkungan serta implementasinya dalam pembelajaran adalah kegiatan akademik Fakultas Sastra dan Budaya, Universitas Negeri Gorontalo dalam memperingati Bulan Bahasa yang setiap tahunnya diperingati di bulan Oktober.

Kegiatan seminar ini mengangkat beragam isu mengenai eksistensi bahasa, sastra, dan pembelajaran dalam melihat gejolak perubahan sosial dan lingkungan, serta bagaimana institusi pendidikan, akademisi, praktisi, dan pemerhati menyikapi perubahan tersebut. Hal ini penting dilakukan, sebagai persiapan untuk menghadapi tantangan literasi digital yang semakin mengglobal di depan.

Ucapan terima kasih dan apresiasi yang sebesar-besarnya kami haturkan kepada semua pihak yang telah berpartisipasi atas terselenggaranya kegiatan seminar ini. Rektor Universitas Negeri Gorontalo, civitas akademika Universitas Negeri Gorontalo, pimpinan Fakultas Sastra dan Budaya, ketua Jurusan Pendidikan Bahasa Inggris, ketua Jurusan Pendidikan Bahasa dan Sastra Indonesia Fakultas Sastra dan Budaya, seluruh dosen Fakultas Sastra dan Budaya, *keynote speaker*, pemakalah, peserta seminar, dan semua pihak yang terlibat langsung maupun tidak langsung yang tidak sempat disebut di sini karena terbatasnya ruang yang ada. Utamanya ucapan terima kasih tak terhingga kami persembahkan kepada seluruh panitia, atas kerja kerasnya mensukseskan kegiatan seminar ini. Akhir kata, kami selaku pimpinan Fakultas Sastra dan Budaya berharap kegiatan seminar ini dapat memberikan manfaat yang besar kepada kita semua.

Gorontalo, Oktober 2017
Dekan Fakultas Sastra dan Budaya
Universitas Negeri Gorontalo

PRAKATA

Puji syukur dipanjatkan ke hadirat Allah Tuhan Yang Maha Esa atas segala rahmat dan hidayah yang telah diberikan kepada kita semua, sehingga Prosiding Seminar Nasional dalam rangka Bulan Bahasa pada tanggal 26 Oktober 2017 di Universitas Negeri Gorontalo dapat terwujud.

Seminar Nasional Bulan Bahasa tahun ini mengangkat tema ***“Bahasa, Sastra, dan Budaya dalam Perubahan Sosial dan Lingkungan serta Implementasinya dalam Pembelajaran”***. Melalui seminar ini bahasa, sastra dan budaya diharapkan untuk dapat lebih memberikan dampak yang lebih bermanfaat lagi dalam mewujudkan perubahan yang positif terhadap sosial dan lingkungan melalui pendidikan.

Adapun seminar nasional ini melibatkan beberapa pembicara utama yang juga merupakan guru besar dengan keahlian berkaitan dengan tema seminar. Berikut ini nama-nama pembicara utama.

1. Prof. Dr. Gufron Ali Ibrahim, M.S. (Badan Pembangunan dan Pembinaan Bahasa, Kemdikbud)
2. Prof. Dr. Burhan Nurgiyantoro (Universitas Negeri Yogyakarta)
3. Prof. Dr. Setya Yuwana Sudikan, MA (Universitas Negeri Surabaya)
4. Prof. Dr. Sayama Malabar, M.Pd. (Universitas Negeri Gorontalo)

Seminar ini menyasar berbagai kalangan yang peduli dalam perkembangan bahasa dan sastra. Para peserta terdiri dari dosen, peneliti, guru, mahasiswa, serta para pemerhati bahasa dan sastra.

Atas nama panitia, kami mengucapkan terima kasih yang tulus atas bantuan tenaga dan pemikiran, moral dan material kepada seluruh pihak yang mendukung berlangsungnya Seminar ini. Harapan kami, semoga Prosiding Seminar Nasional ini memberikan manfaat bagi perkembangan bahasa dan sastra dalam pendidikan di tanah air.

Gorontalo, 26 Oktober 2017
Panitia

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ANXIETY, LANGUAGE ANXIETY, AND SECOND LANGUAGE ACQUISITION: A BRIEF PERSPECTIVE

Muziatun

Universitas Negeri Gorontalo

Abstract

The issue of Second Language Acquisition (SLA) is heavily debated and discussed. This issue is including factors that might influence the process. One of the factors counted as the important thing is anxiety (Bailey, 1983). This paper is going to explore briefly the issue of anxiety in terms of Second Language Acquisition. Some definitions will be provided, in order to see things clearer. Additionally, previous studies related to anxiety and Second Language Acquisition will also discussed. As it has been suggested that there is a very closed connection between anxiety and Second Language Acquisition, it is highly recommended for the second language teacher to emphasize and address the level of anxiety of the students during the teaching and learning process.

Keywords: Anxiety, language anxiety, and Second Language Acquisition (SLA).

Introduction

In recent decades, language teachers, practitioners of language, linguists and researchers have been debating the issue of affective that can affect the person's ability to acquire a second language. Some of these affective factors influencing language learning were motivation, attitude, and anxiety. These factors were believed to have a high impact on the success of a language learner.

Additionally, De Andres (2002) in Che Ya stated there is a very close connection between cognition and affection. Jansen (1995) still in Che Ya; has already conducted a study that showed a very close relationship between the brain and emotions as well as cognition. In his brain-based research, Jansen concluded that in a positive state of mind, the students would be easier to remember and understand things in detail and better. Despite so many unresolved questions relating to language, thought and feeling, we can still draw a red thread that connects everything. This type of connection was disclosed by Brown (1994). He revealed that the language is about one way to live, and one of the most fundamental of human existence, as well as the way that simultaneously interacts with our minds and feelings. This idea means, indirectly, there is still a relationship between thoughts and feelings with language.

Lopez and Mendiola (2008) on their presentation about personality factors and Second Language Acquisition suggested that "human beings are emotional creatures." They further stated that the affective domains of second language acquisition could be divided into two; namely the intrinsic and the extrinsic. The intrinsic is related to all personality factors, and the extrinsic is related to social, cultural variables.

In this article, I want to review about the intricacies of anxiety as one of the personal factors that may affect the ability of language learners in mastering the language they learned. Basically, anxiety is a stage between motivation and personality (Gass and Selinker; 2001). Regarding this issues of anxiety in terms of motivation and personality, Bailey (1983) has supported it by giving an opinion which may be useful to be considered. According to Bailey (1983), one of the factors that may influence the success or failure of a person in learning a second language or foreign language is related to how to manage anxiety and fear of the learners themselves to the materials or tasks associated with the target language that they learned. In addition, it has also been fully discussed by Eysenck (1979). At first, he tried

to distinguish between the cognitive components related to personal concerns such as self-expectations, and negative self-evaluation and the motivation components of emotionality which associated with the involvement of feelings and physiological reactions caused by the level of tension and nervousness.

Also, in facilitating my discussion about this topic, I will divide this article into six major sections. The first part is an introduction, followed by the second section will discuss about the meaning of anxiety and language anxiety. Then I will turn to the third section about types of anxiety. In the fourth part, I will review about the impact of anxiety then continuing to the fifth section which describes about the relationship between anxiety and language acquisition. In the last part of the discussion will be the summary of the whole article.

Definition of Anxiety and Language Anxiety

Anxiety refers to a troubled feeling in the mind caused by fear and uncertainty about something threatening. This feeling is very normal and experienced by all humans without exception. However, anxiety in an individual will become abnormally when the levels of anxiety are excessive than it should be. Leary (1982) in Che Ya defined anxiety as the cognitive and affective responses which are normally characterized by physiological stimuli associated with activation of the nervous system. Furthermore, anxiety according to Eysenck (1979) is associated with cognitive impairment. This type of anxiety deals with the expectations that are too excessive about self-evaluation. It is also associated with distraction and fear of potential failure of self and a sense of concern for the assessment of others toward us.

Language anxiety can be interpreted as fear and distress that happens to a student while using a second language or foreign language (MacIntyre and Gardner; 1994)). In other words, they tried to say that language anxiety as anxiety which is associated with nervousness when communicating using the second or foreign language. Other definition stated that language anxiety always related to worries and negative feelings that react when learning and using a second language (MacIntyre 1999).

Plainly, language anxiety is considered as the main factors that cause lags for the language learners in learning a second language. Similarly, many people assume that language anxiety is one of the main causes of someone's second language ability to be low. Language learners should be extra hard in anticipation anxiety that they experience when learning the second or foreign language. Language learners should also further improve their ability to use second or foreign language, considering how big the impact of language anxiety to the process of second language acquisition (Eysenck, 1979).

Types of Anxiety

In general, anxiety can be categorized into two types. These two types of anxiety are trait anxiety and state anxiety. Trait anxiety is the anxiety that tends to become permanent. MacIntyre and Gardner (1994) expressed the idea related to trait anxiety. They argued that trait anxiety is the tendency to cause someone to be nervous or under stress regardless of the particular situation. The state anxiety is caused by and associated with some particular situations. Meanwhile, state or situational anxiety is caused by tension at a particular moment when responding to external stimuli (MacIntyre and Gardner, 1994). One example of situational anxiety is communication anxiety which usually occurs when a person interacts verbally (Daly, 1991) in Andrade and Williams. Another example of situational anxiety is the fear of negative evaluation associated with fear of a bad assessment of others toward ourselves (Andrade and Williams; 2009).

In recent years, some scholars have conducted researches related to language anxiety. This type of anxiety; language anxiety; is an anxiety associated with learning of a second or foreign language. Language anxiety is classified into state anxiety (Brown, 1994). Broadly speaking, anxiety, in theory, moves from the general level and refer to a more complex level. The basic level theory of anxiety is the lowest common anxiety that includes all the scope theories (Bandura, 1995; Pekrun, 1992). Then move to the level of anxiety that is more specific and related to the theory of language learning anxiety discussed by MacIntyre and Gardner (1994). And at the highest level is the theory of individual anxiety expressed by Pappamihel (1999).

Likewise, anxiety in relation to second language acquisition, more specifically, can be viewed from two aspects (Spielberger, 1983). The first is the public manifestation of anxiety which is defined as trait anxiety and the second one is specific or situational anxiety. In the first type of anxiety or more commonly known as general anxiety can be experienced by every person on a variety of different conditions in various situations. This type of anxiety is defined as proneness. Meanwhile, the second type of anxiety is the anxiety which occurs to the individuals when faced a situation that has been certainty established and predicted before.

Effect of anxiety

Excessive anxiety can lead to various kinds of negative emotions and feelings in a person, such as prolonged tension, stress, deep, sensitive feelings that lead to explosive emotional irritability, sadness and even melancholy and easy. All these factors must escort to good or bad results of second language acquisition. However, it can also be found in some individuals who have good self-control in circumstances the opposite of the previous case. People who are able to control the negative feelings that exist in them due to anxiety always try to fight these negative feelings from within themselves. Learning from failure has always been a principle of people like this. They tolerate any mistakes that they made and make them as a trigger to produce something better in the future. So, in the end, they realized that they had obtained a lot of progress in learning a second language.

Anxiety can also affect a person's creativity. Study on this subject expressed by Daubney (2005). Daubney believed that there are three factors that may affect students' anxiety levels in relation to creativity. These three factors have closely interrelated each other. The first factor is the anxiety that comes from the negative academic evaluation. This factor refers to the error that is feared because it could affect creativity in generating ideas. These factors imply that the more errors produced the worse and low creativity. The second factor is the anxiety generated by fear of making mistakes in front of others; in this context is in front of teachers and classmates. The third factor is the anxiety associated with self-identity. Learning second language means we try to express ourselves using new language that might be different from our mother tongue. So, second language learners sometimes are slightly fearful of losing their true identities when communicating using second or foreign language, as they trust that their identities might be threatened by second language.

Students who are usually active in class, often put forward an opinion or answer a question, are students who have low levels of language anxiety. They generally are students with the highest scorers in class. On the contrary, students who rarely put forward an opinion or answer questions, even almost never participate in class usually have high levels of language anxiety. These students usually have a low score in class.

Regardless of the negative opinions about the anxiety, there are also some opinions that argue not all kinds of anxiety bring negative effect to someone. In some people, anxiety

can push them for more advanced, motivate themselves to work, help to overcome the bad things that they experienced, even facilitate other negative feelings toward the good (Daubney; 2005). There is also anxiety that drives someone in a positive direction. Some people are not rare assume that mistakes are part of the learning process. Furthermore, Daubney in relation to anxiety and creativity; believed that class which is free from anxiety can increase the creativity of students in learning second or foreign language. In certain circumstances, the anxiety that drives someone to be creative always make them to stop thinking that they would not be able to do something in a good way.

Anxiety and Second Language Acquisition

Generally, in relation to anxiety and language acquisition, people tend to believe that a person who has a high level of anxiety about something or a particular state is assumed to have the same anxiety in the learning process or even in the process of using a foreign language (Tóth; 2008). The main reason underlying this is going to be so hard to focus the mind to the foreign sentences spoken by the language learners when they feel overwhelmed. Another reason is that language learners assume that there are probably people around them who think and assess negatively their foreign language performance thereby increasing their jitters in using foreign or second languages.

Furthermore, in classroom situational, language learners have a very low effort in using of the target or foreign or second language in front of teachers and their colleagues because they always think that they are being evaluated. As a student who is an ordinary people, sometimes always want to be right in answering and responding to any questions raised by teachers in the classroom. When the opposite situation occurs; students answer wrongly; then they experience a sense of shame. They may assume, then; if only I knew I would answer that question incorrectly then I would prefer to remain silent and not to say anything from the beginning. Although in fact, the real problem is not the right answer, but how do teachers correct students' answers. Neither when we have to speak, nor put forward opinions in front of the class without prior preparation, our brain froze and we could not find the words that we ought to say. This sometimes causes people to become slightly less good performance in a second language.

Reason related to competition among students is also one of the causes of anxiety on a student in learning second or foreign language. As competition between students occurring in the classroom, the classroom situation becomes uncomfortable. This inconvenience caused the level of students' anxiety increasing. And ultimately, it is definitely going to have an impact on second language acquisition.

In addition, materials given by the teacher in the classroom can also affect students' anxiety level. Students assume that there is a possibility he would not be able to comprehend the material provided by teacher during the learning process, especially if the material is too difficult for him. So, it is advisable for teachers to be able to understand the learning situation that developed during the learning process. This can greatly assist students in overcoming their anxieties. Teachers are also advised to always be able to pick and choose the right material to be taught in the classroom. Materials provided shall be adjusted with the level of student ability and understanding.

In studying a foreign language, language anxiety has a huge influence. This is caused by the fact that the language anxiety affects not only the foreign language learners' minds and emotions, but also their language proficiencies. A study conducted by Spielmann and Radnofsky in 2001 showed that people who have a low level of language anxiety have a good language performance as compared with those who have a high level of language

anxiety. They also showed that students who have low language anxiety did not feel depressed in performing second language. Language anxiety is believed to have contributed greatly to the success of language learners in obtaining good mark and second language performance. In addition, Krashen (1981) in Tóth claimed that second language learners with good motivation, high self-confidence and self-image as well low level of anxiety tend to do well in second language acquisition.

Conclusion

Learning a foreign language is not as easy as turning the palm of the hand, especially if we want to adept in using such language. The process of mastering of a second language is always influenced by affective factors which are divided into intrinsic and extrinsic. Anxiety is one of them. Anxiety itself is categorized into personal factors that are part of intrinsic factor. There have been many researches done to prove that anxiety affects a person success in learning a language. In relation to language anxiety, it is highly recommended for language teacher to pay more attention towards the language learners' conditions. As one of the best ways out regarding the level of students' anxiety in learning a second or foreign language is a teacher should place themselves as a partner rather than a controller. Selection and use of appropriate language teaching techniques in facilitating students understanding the second and foreign language are also highly recommended for the teacher. These initiatives are expected to reduce the anxiety level of students learning the language.

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