

FOREIGN LANGUAGE ANXIETY OF BIPA (TEACHING INDONESIAN AS FOREIGN LANGUAGE) STUDENTS

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Abstract. This study aims to find out the level of foreign language anxiety and find factors that can cause anxiety in BIPA students from Thailand who study in Indonesia. The data collection was conducted using an instrument called the FLCAS (Foreign Language Anxiety Scale) and interview guidelines. The results showed that all Thai students experienced anxiety in the middle level. Language barriers and negative prejudices are factors that cause foreign language anxiety to appear in BIPA students from Thailand. BIPA teachers must be able to create comfortable learning conditions so that foreign language anxiety is reduced.

Keywords: BIPA, Thailand, foreign language anxiety

INTRODUCTION

The strategic position in the economic and political fields makes Indonesia a country that attracts the interest of the world community. This has implications for the increasing number of learners Indonesian language as a foreign language. Based on the Darmasiswa Kemdikbud scholarship page, until 2020, there were 9,110 students from 135 countries studying Indonesian as a foreign language.

Seeing this reality, there is an effort to improving Indonesian language status to become international language in order to improve the competitiveness of the nation. The efforts made by the government is to issue Government Regulation No. 57 of 2014 on the Development, Development, and Protection of Language and Literature, as well as The Improvement of Indonesian Function. In Chapter VII, Article 31(2) states that the development of Indonesian teaching programs for foreigners is one of the attempts to develop the Indonesian language status as an international language. This government regulation became the foundation for the teaching of Indonesian language to foreign learner.

Teaching Indonesian language to foreign learner is in a program called Indonesian for Foreign Speakers (BIPA). Based on the network page of the Bipa Program Organizing Agency (2019), there are 25 countries and 391 institutions identified as organizing bipa programs. Australia is the largest bipa program host country with 112 institutions. Meanwhile, Thailand is the largest BIPA program organizer in Asia with a total of 43 institutions.

The actual condition of BIPA learning can currently be categorized as inadequate. Muliastuti (2017) stated that there are several BIPA learning problems that need more attention, namely the curriculum that still needs socialization, the absence of BIPA teacher competency standards, and the teaching materials deficiation and learning facilities.

However, a lot of efforts have been made by the teachers, BIPA activists, and government so that the above obstacles can be overcome. The government through the Center for Strategic Development and Language Diplomacy continues to socialize the BIPA curriculum so that every

BIPA institution has a uniform vision and mission. The Bipa Association of Teachers and Activists (APPBIPA) has also organized BIPA teacher training and certificate programs that are expected to improve the quality of teacher competence. Meanwhile, various components of learning, such as teaching materials, learning media, learning models, and evaluation devices have been widely developed by researchers.

From these studies, anxiety of foreign language is a topic that has not received much consideration from BIPA researchers in Indonesia. Based on the Dimensions database, researchers found 99 documents using the keyword "BIPA Indonesia". However, foreign language anxiety as a topic keyword has not appeared in the search. Searches were also conducted in educational journals with the S1 index on the SINTA Ristekbrin page. There are two bipa-an studies found in these journals where both do not discuss foreign language anxiety. In a smaller scope, researchers also browsed the online library of Sebelas Maret University. With the keyword "BIPA", researchers found 10 documents and have not found books or research on anxiety from library repository.

Anxiety form speaking with foreign language is a anxiety that arises when a person learns a foreign language (Horwitz, Horwitz, and Cope, 1986;). There are several things that are the reason why foreign language anxiety needs to be a concern for language teachers, especially teachers and BIPA activists.

First, anxiety makes foreign language skills low. MacIntyre & Gardner (1989) found that learners with high anxiety were slower at learning new vocabulary than learners whose anxiety was low. This makes them speak less and avoids the use of richer and more complex sentences (Steinberg and Horwitz, 1986).

Second, anxiety from foreign language learning is a predictor of the development and final ability of a learner's foreign language. Hessel (2016) found that anxiety level from foreign language can help teachers in predicting the extent of the language development of German students who are studying in the UK. Liu and Jackson (2018) also suggest that foreign language anxiety has a significant relationship with language skills and unwillingness to communicate. The same results are also known through Alhammad's research (2017) in Saudi Arabian students studying English in Ireland. By knowing the level of anxiety of foreign language students, teachers can plan learning better and can determine the right treatment so that learning outcomes become optimal.

Third, as a language learning program is conducted immersively, bipa programs conducted in Indonesia allow students to come into direct contact with new environments that may be considered foreign to them. When in a new environment like this, the frequency and quality of an interaction using the target language will affect the language skills of learners (Wang, 2010). Therefore, it is important to avoid the occurrence of anxiety because this will make learners reduce interaction using targeted language (Steinberg and Horwitz, 1986).

Looking at these various variables, knowledge about anxiety level from foreign language learner when BIPA students learning Indonesian language is interesting to know more. Different program characteristics allow for variations in anxiety-causing factors. This variation will also be followed by a variety of treatment given by teachers, tutors, and programs as a whole to overcome the anxiety. This knowledge is very important and can be taken into consideration in preparing the BIPA program.

One aspect that needs to be considered in BIPA learning is recognizing the obstacles experienced by learners. One such obstacle is the anxiety that arises when learning. Schwartz (2000: 139) suggests that anxiety comes from word anxious, meaning narrowing. Fear is similar to anxiety but anxiety has specific reason. Fear is usually a response to some threat in exact moment, but anxiety is negative feeling/concerns about unforeseen dangers in the future. Anxiety is a negative emotional state characterized by the presence of premonitions and tension of somatic, such as a heart beating hard, sweating in high amout, and breathing difficulty. Various explanations above show

that foreign language anxiety in BIPA classes is an important thing that should be the concern of BIPA teachers and activists. Based on the results of identification of problems regarding BIPA learning, researchers chose to limit this study to the lack of research on language anxiety in BIPA learning in Indonesia. The selection of this issue is based on several things. First, research on this topic in the context of BIPA is still rare. This makes knowledge about Indonesian language anxiety from BIPA learners in Indonesia still not widely revealed. Second, the characteristics of each BIPA program in Indonesia vary greatly because they are closely related to the duration, national origin, and availability of peer tutors and boarding families. This allows for the emergence of variations in the causes of foreign language anxiety as well as the treatment carried out by programs to overcome it. Third, foreign language anxiety affects learners' language skills and is one of the predictors of learning outcomes. Therefore, it is important to know the level of foreign language anxiety of BIPA students and the cause of the onset of foreign language anxiety, and treated by BIPA teachers to minimize the negative impact.

Based on the background above, the goal of this article is (1) to know the level of foreign language anxiety of BIPA students in each type of program? (2) to know the sources and forms of foreign language anxiety of BIPA students in each type of program? (3) What do BIPA students do to overcome foreign language anxiety experienced?

RESEARCH METHOD

The study used a sequential explanatory mixed method. This method is done by taking and analyzing data quantitatively first. The results of quantitative data analysis are then dug deeper using qualitative methods (Cresswell and Clark, 2017; Sugiyono, 2014).

Quantitative methods with survey designs are used to know the anxiety level of BIPA students in each program. After that, the results of the analysis of this data are deepened using qualitative methods with the design of case studies. The design of this study is considered suitable because researchers will explore what factors cause anxiety in second language learning appear in BIPA students and what is done to reduce anxiety. Researchers will also explore what treatment is applied by teachers to reduce this anxiety and what are the obstacles in the process of applying the treatment. IAIN Purwokerto tidak memiliki program BIPA, namun terdapat mahasiswa Thailand dengan jumlah yang signifikan. Para mahasiswa merupakan penerima beasiswa dari IAIN Purwokerto. Umumnya mereka adalah mahasiswa pada strata satu dan terdiri dari banyak program studi.

In the first stage, the data obtained is interval data. This data was obtained using instrument developed by Horwitz, et al. (1986) named the Foreign Language Classroom Anxiety Scale (FLCAS)/ FLCAS instruments consist of 33 statements, while IPOAS instruments consist of 18 statements. The instruments have been shown to have such high validity (Bailey, et al., 2000) and mostly used in research on anxiety in foreign language learning.

FLCAS is a suitable instrument for use because it was originally developed based on the assumption that foreign language anxiety occurs in the classroom. Meanwhile, Thai students studying at IAIN Purwokerto did not attend the BIPA program formally. Before leaving for Indonesia, they did not receive debriefing and did not take Indonesian classes. The acquisition of Indonesian done directly in everyday life. By looking at this fact, ipoas instruments are the most suitable instruments to use because they consider that anxiety occurs when language learners come into direct contact with native speakers in the context of a second language environment (Ortega, 2009:200).

Each statement in each instrument has five likert scales. The scale used is multilevel and starts from 1 (one) to 5 (five). The number 1 (one) indicates a strongly disagreed attitude (STS). The

number 2 (two) indicates disapproval (TS). The number 3 (three) indicates neutral (N). The number 4 (four) indicates the agreed (S) attitude. The number 5 (five) indicates a strongly agreed (SS) attitude.

In the second stage the data taken in the form of verbal data. Data obtained from the results of interviews to students about the factors of why anxiety arises and treatment carried out by students to reduce anxiety. In conducting interviews with students, researchers have pay attention about students privacy. Therefore, researchers will meet personally to students to be interviewed in a different place to the place where they studied.

RESULT AND ANALYSIS

Questionnaires that had been filled out were analyzed using SPSS to look for foreign language anxiety levels of BIPA students. Each statement item is searched for its average and standard deviation. The results of the descriptive analysis of each item are presented in table 1.

Tabel 1. Mean and Standard Deviation

No.	Statement	M	SD
1	I never feel quite sure of myself when I am speaking in my Indonesian language class.	3,31	,630
2	<i>I don't worry about making mistakes in Indonesian language class.</i>	3,54	1,127
3	I tremble when I know that I'm going to be asked to speak in Indonesian language class.	3,38	,961
4	I am afraid when I don't understand what the teacher is saying in the Indonesian language class.	3,46	,519
5	<i>It wouldn't bother me at all to take more Indonesian language classes in the future.</i>	2,92	1,038
6	In Indonesian language classes, I think of things that are unrelated to the lesson.	3,08	1,038
7	I think that my classmates' Indonesian language is better than my Indonesian language.	3,31	,630
8	<i>I am usually at ease during tests in my class.</i>	3,62	,870
9	I start to panic when I have to speak without preparation in Indonesian language class.	3,31	,751
10	I worry about the consequences of failing my Indonesian language class.	3,31	,751
11	<i>I don't understand why some people get so upset over Indonesian language class.</i>	3,23	1,013
12	In Indonesian language class, I am so nervous that I forget what I know.	3,31	,630
13	It embarrasses me to volunteer answers in my Indonesian language class.	3,46	,967
14	<i>I will not be nervous when speaking with native Indonesian language speakers.</i>	4,08	,760
15	I get depressed when I don't understand what the teacher is correcting.	2,85	,555
16	Even if I am well prepared for Indonesian language class, I feel anxious about it.	2,92	,760
17	I often feel like not going to my Indonesian language class.	3,92	,862
18	<i>I feel confident when I speak in Indonesian language class.</i>	4,00	,913
19	I am afraid that my Indonesian language teacher will correct every mistake I make.	3,69	,855

20	I feel my heart pounding when I am going to be asked to speak in Indonesian language class.	3,69	1,109
21	The more I prepare for an Indonesian language test, the more confused I get.	3,62	,870
22	<i>I don't feel pressure to prepare very well for Indonesian language class.</i>	3,08	,760
23	I always feel that my classmates speak better Indonesian language than I.	3,54	,776
24	I feel shy when speaking Indonesian language in front of other students.	3,08	,760
25	Indonesian language class moves so quickly that I worry about getting left behind.	3,46	,776
26	I feel tense and have more pressure in Indonesian language class than in other classes.	3,38	,870
27	I get nervous when I speak in my Indonesian language class.	3,46	,519
28	<i>Before Indonesian language class, I feel confident and relaxed.</i>	3,31	,630
29	I get nervous when I don't understand every word the Indonesian language teacher says.	3,54	1,127
30	I feel overwhelmed by the number of rules I have to learn to speak Indonesian language.	3,38	,961
31	I am afraid that my classmates will laugh at me when I speak Indonesian language.	3,46	,519
32	<i>I feel easy when native Indonesian language speakers are with me.</i>	2,92	1,038
33	I get nervous when the English teacher asks questions which I haven't prepared in advance.	3,08	1,038

M=Mean, SD=Standard deviation

Table 2 shows bipa student anxiety scores. Arnaiz & Guillen (2012) divided anxiety levels into three according to table 2 below. The results of the analysis showed that all BIPA students studied experienced foreign language anxiety in the middle class.

Tabel 2. Frekuensi dan tingkat kecemasan berbahasa asing mahasiswa BIPA

Nilai	Tingkat kecemasan	Frekuensi
48 – 79	Rendah	0
80 – 117	Menengah	13
118 – 134	Tinggi	0

As explained earlier, foreign language anxiety is an anxiety that arises in a person when learning a foreign language. This anxiety arises because of feelings of inconfidability in foreign language skills. The results of the data analysis showed that this insecurity appeared in Thai students. They think that their Indonesian ability is still not good. This raises doubts whether every speech they make will be understood by the interlocutor. This feeling eventually makes their desire to communicate using Indonesian low.

I think my Indonesian language is lacking. It may be a little similar to The Malay language but I don't believe in it. (Saya pikir bahasa Indonesia saya kurang. Mungkin sedikit sama dengan bahasa Melayu tapi saya tidak percaya diri.)

The fear of mistakes like this needs to be considered by BIPA teachers because it is proven that feelings of anxiety when speaking boil down to low cognitive abilities of learners (Zheng & Cheng, 2018). Teachers should also pay attention to learning methods and how to give good feedback to learners because the discrepancy in both of these makes learning easier to experience anxiety (Koch & Terrel, 1991).

This factor has a close relationship to a person's personality. Gregersen & Horwitz (2002) revealed that learners who have anxiety when speaking are people who tend to be perfectionists. Learners like this have high standards about how a person should speak a foreign language. This makes them pay close attention to mistakes when speaking which actually makes them more anxious. This anxiety eventually made them make a lot of mistakes.

There are differences and similarities between fearful learners and those who are not afraid to make mistakes. The similarity of the two types of learners above is that both can easily find mistakes made when speaking. Meanwhile, the difference between the two is the response given. Language learners who are afraid to make mistakes tend to feel dissatisfied and disturbed by the mistakes they make when speaking. On the other hand, language learners who are not afraid to make mistakes tend to allow them to be normal (Gregersen & Horwitz, 2002:568). Thai students also have negative prejudices against their friends. This happens because each student has a different relationship.

I got to think that they saw me as weird. Maybe they don't like me or they think why my face is the same as an Indonesian. Maybe they think I'm stupid, too. (Saya punya pikir kalau mereka lihat saya aneh. Mungkin mereka tidak suka saya atau mereka pikir mengapa wajah saya sama seperti orang Indonesia. Mungkin juga mereka pikir saya bodoh.)

Thai students have thoughts that their peers are negatively assessing themselves. They consider themselves outsiders who are different from Indonesians. Horwitz et al. (1986) explained that these feelings arise due to fear of being considered incompetent by the social environment. Thai students think that asking lecturers about incomprehensible material is a sign of ineptness. When researchers tried to ask what kept students from asking, one of the students said he wasn't afraid his sentence wasn't understood, but he was afraid of being considered stupid by his peers. This is evident from the interview below.

CONCLUSION

Foreign language anxiety is an anxiety that arises in a person when learning a foreign language. This anxiety arises because of feelings of inconfidability in foreign language skills. Negative thinking like this not only has an impact on the emergence of anxiety, but can also cause low motivation. Both of these will boil down to the low achievement of learning Indonesian. BIPA teachers must be able to create a learning atmosphere that can increase confidence in learners. Learning can be done by dividing learners into several small groups consisting of 2-3 learners. A small amount makes BIPA learners more relaxed and have high confidence to be willing to make interactions.

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