

# KALANGWAN

JURNAL PENDIDIKAN AGAMA, BAHASA DAN SASTRA

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- **PENGLASIFIKASIAN KALIMAT BAHASA BALI BERDASARKAN STRUKTUR ISINYA**  
(Studi Ringkas pada Novel "Malancaran ka Sasak" Karya: Gde Srawana  
Oleh: I Made Suweta
- **METODE PEMBELAJARAN ELEKTRONIK (E-LEARNING) SEBAGAI ALTERNATIF PEMBELAJARAN BAHASA BALI BERBASIS KONSEP MULTIMEDIA**  
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- **BAHASA DAN SASTRA BALI DALAM KEGIATAN PESANTIAN**  
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## PENGANTAR REDAKSI

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Puji Syukur Kami Panjatkan Kehadiran Tuhan Yang Maha Esa/ *Ida Sang Hyang Widhi Wasa* Karena Berkat *Asung Wara Nugrah*nyalah Jurnal Kalangwan Untuk Penerbitan Kedua Ini Dapat Diselesaikan Dan Terbit Tepat Pada Waktunya.

Kalangwan, Jurnal Pendidikan Agama, Bahasa Dan Sastra Jurusan Pendidikan Bahasa Dan Sastra Agama Fakultas Dharma Acarya Ihdn Denpasar Hadir Kembali Menyapa Pembaca Sekalian Dengan Mengemban Amanat Suci Yang Akan Membuat Pembacanya Terpesona Akan Keindahan Ilmu Pengetahuan. Kalangwan Memiliki Misi Menghidupkan Atau Mengoptimalkan Kesadaran Keindahan Ilmu Pengetahuan Yang Ada Dalam Diri Setiap Orang. Dengan Kesadaran Akan Indahnya Ilmu Pengetahuan, Akan Membuat Setiap Insan Tergerak Untuk Terus Menimba, Menambah Dan Memperdalam Pengetahuannya Demi Kemajuan Dan Peningkatan Kualitas Sdm Kampus. Keindahan Ilmu Pengetahuan Akan Membuka Sisi-sisi Estetika Dan Kelembutan Menuju Mampus Yang Ramah, Rendah Hati, Jujur Dan Terbuka.

Pada Jurnal Kalangwan Volume V No. 2 Ini, Secara Filosofis-epistemologis Akan Menyajikan Beragam Tulisan Yang Terkait Dengan Agama, Pendidikan, Bahasa, Sastra Dan Budaya Diantaranya : 1) Pengklasifikasian Kalimat Bahasa Bali Berdasarkan Struktur Isinya (Studi Ringkas Pada Novel "*Malancaaran Ka Sasak*" Karya: Gde Srawana), Oleh: I Made Suweta; 2) Metode Pembelajaran Elektronik (E-learning) Sebagai Alternatif Pembelajaran Bahasa Bali Berbasis Konsep Multimedia, Oleh: Ni Ketut Srie Kusuma Wardhani; 3) Anxiety Vs Motivation: Success Factors In Second Language Learning, By: IGNA Wijaya Mahardika; 4) Bahasa Dan Sastra Bali Dalam Kegiatan *Pesantian* (*Studi Kasus Sekaa Pesantian Buana Suwa Desa Sangkan Buana Klungkung*), Oleh: I Made Dian Saputra; 5) Uji Validitas Dan Reliabilitas Soal Ulangan Umum Bersama Mata Pelajaran Bahasa Bali Kelas VII Smp Negeri Di Kota Bangli Tahun Pelajaran 2012/2013, Oleh: Ni Nyoman Mariani; 6) Kurikulum Pendidikan Agama Hindu Dalam Menghadapi Tantangan Globalisasi, Oleh: Ni Komang Sutriyanti; 7) Relevansi Pendidikan Kewirausahaan Di Perguruan Tinggi Agama Hindu, Oleh: I Gede Sedana Suci; 8) Implementasi Ilmu Psikologi Dalam Pendidikan (Keluarga, Sekolah Dan Masyarakat), Oleh: Ni Wiyana Arini; 9) Pengembangan Iklim Sekolah Positif Sebagai Pendukung Pengembangan Kepribadian Mahasiswa (Ditinjau Dari Sudut Pandang Sosiologi Pendidikan), Oleh: Kadek Aria Prima Dewi Pf; 10) *Hipno Teaching* Dalam Pembelajaran Dan Pendidikan, Oleh: Gede Rai Parsua.

Semoga Tulisan Dalam Jurnal Ini Dapat Menumbuh Wawasan Dan Pengetahuan Kita Semua.

Omi Santih, Santih, Santih Omi.

*Redaksi*

## **KALANGWAN**

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# ANXIETY VS MOTIVATION: SUCCESS FACTORS IN SECOND LANGUAGE LEARNING

By:

IGNA Wijaya Mahardika

## Abstrak

Mempelajari suatu bahasa asing bukanlah suatu hal yang mudah. Terlepas dari segala usaha yang telah dilakukan oleh guru maupun siswa untuk meningkatkan kemampuan siswa dalam menguasai bahasa asing, dalam hal ini kita batasi menjadi bahasa Inggris, siswa masih tetap saja menemukan sejumlah permasalahan dalam menguasai bahasa Inggris. Para ahli bahasa mengajukan sejumlah faktor sebagai sumber permasalahan siswa dalam mempelajari bahasa asing, seperti misalnya motivasi, status sosio-ekonomi, kualitas guru, suasana kelas, sikap awal, kecerdasan, keadaan fisik, motivasi untuk maju, emosi, dan minat (Good dan Brophy, 1980: 480; Harmer, 1980: 30).

Guru dan peneliti bahasa, utamanya di Indonesia, sayangnya sering mengabaikan faktor-faktor lain, selain yang telah disebutkan diatas, yang juga dianggap mempengaruhi kemampuan siswa dalam menguasai bahasa asing. Ganschow dan Sparks (1994) menyebut faktor-faktor ini sebagai Faktor Afektif. Faktor Afektif ini dibagi lagi menjadi Motivasi (*motivation*), Sikap (*attitude*) dan Waswas (*anxiety*), faktor-faktor ini dianggap sebagai faktor yang mempengaruhi penguasaan bahasa asing. Berdasarkan penjelasan diatas, pembahasan kita kali ini akan dibatasi pada topik rasa waswas sebagai sumber masalah siswa dalam menguasai bahasa asing dan motivasi sebagai faktor afektif yang mampu menjadi faktor pendorong (*driving factor*) dalam penguasaan bahasa asing. Kedua faktor ini akan dijelaskan secara detail, termasuk teknik menghadapi dan mengatasi rasa waswas, serta teknik untuk meningkatkan dan mempertahankan motivasi siswa dalam mempelajari bahasa asing.

Kata kunci: Rasa waswas (*anxiety*), Motivasi, Pembelajaran bahasa asing

## 1. INTRODUCTION

Learning a second language is never easy. Despite of all the effort by teachers to improve students' ability in learning a second language, in this case English, students still have a number of problems in mastering English. A number of

factors have been pointed out as the source of students problem in leaning a second language, such as motivation, socio economic status, quality of teacher's instruction, classroom environment, attitude, intelligence, physical condition, need of achievement, emotion and

interest (Good and Brophy, 1980: 480 ; Harmer, 1980: 3).

Researcher and teacher, especially in Indonesia however, are rarely interested in other factors which may influence students' second language learning ability. Ganschow and Sparks (1994) called this factor the Affective factors they divided these affective factors into motivation, attitudes and anxiety, and stated that these factors are very influential to language learning. Among this affective factors, recent attention has been given to the role of anxiety, proponents of the anxiety study suggest that foreign language learner have mental block, similar to that experienced by some students in math, test taking and of course speech making.

Therefore we will concentrate our discussion on the anxiety and motivation as two major factors which play different role in second language learning.

## **2. Anxiety and Second Language Learning**

### **2.1. The Nature of Anxiety**

Anxiety can be defined as the feeling of uneasiness, self doubt, apprehension or worry Brown (1987). This feeling of uneasiness, self doubt, apprehension or worry will lead the students to be less confident, as they think that language learning is very difficult. Thus failure in language learning makes them view themselves negatively. Horwitz and Shadow indicate that high language anxiety is related to students' negative concept of themselves as language learners and negative perception and expectation of language learning. Kho (1992)

stated that students who feels anxious in the process of learning, usually denotes some physical symptoms such as pale around the mouth, sweaty, high rate of heart beat, and nervous.

Phillips (1992) cites that anxiety is complex, multi faceted construct. Therefore he classified anxiety into two basic points, namely trait and state anxiety. The trait anxiety constitutes a relatively stable tendency to exhibit anxiety in a large variety of circumstances. On the other hand, the state anxiety refers to a situation-specific anxiety, which means that an individual exhibit anxiety only in certain situation, such as when having a test, making a speech in public, or in our case, in the class and learning activity. It should be noted that student who suffered from anxiety in learning may because of trait anxiety or state anxiety.

Over the past few years, scholars have hypothesized that anxiety influences success or failure. Some researchers suggested that high levels of anxiety could interfere with EFL learning. According to Ganschow, "There is likely to be a strong negative correlation between learners' anxiety and measure of learners' proficiency" (Ganschow, 1994). According to this point of view, highly anxious students would be more likely to achieve less than low-anxious students.

Young (1991) found that second language learning, especially speaking class or speaking activities produce the most foreign language anxiety, in other words, speaking is the most anxiety-laden activity. Young also found that many students feel more comfortable when they

did not speak a foreign language in public. Otherwise, anxiety occurs when the student has to speak the foreign language in front of a group (Young, 1991.). Many students are afraid of speaking a foreign language in public. Ganschow also pointed out that spontaneous speaking is the main sources of anxiety. The fear of speaking in a foreign language is related to a variety of complex constructs such as communication apprehension, social anxiety and low self-confidence (Chang, 1999).

Moreover, the instructor's behavior and character also deeply influence second language learners' anxiety in the classroom. Students' reactions to instructors' behaviors, such as error correction, can be explained by the concept of social anxiety (Young, 1991). Students fear for being negatively evaluated, not only by their peers, but also by the instructor. Obviously, teachers play an important role in setting the classroom atmosphere and they also have a tremendous influence on the learners.

Anxiety could be distinguished into debilitating and facilitative anxiety. (Brown, 1987) However, not all anxiety is harmful. Some language researchers point out that positive anxiety exists, and other researches show a negative relationship between anxiety and performance (Bailey, 1997). The negative kind of anxiety is sometimes called "debilitative anxiety", because it damages learners' performance in many ways. There is usually little cause for debilitating anxiety (Ehrman, 1996). Nevertheless, disappointment with one's performance can lead to a reduction of self-efficacy and also to a reduction motivation,

it can also result in anxiety that gets in the way of learning. Students feel anxious while performing a simple task in class where the teacher is rigid, serious, and unpredictable, or when the teacher gives a harsh correction in front of the entire class. In these circumstances, EFL learners who feel uneasy and frustrated might give up learning. The negative kind of anxiety is so-called "debilitative anxiety". In the literature, debilitating anxiety has been strongly supported by many researchers because their studies all showed the negative correlation of anxiety with grades in language courses (Aida, 1994), and with performance in speaking and writing tasks (Young, 1990).

Contrary to the concept of "debilitative anxiety," some researchers have suggested that language anxiety is helpful in some ways for some learners. This positive aspect of anxiety is called "facilitative anxiety". Ehrman called the situation in those words "tension or arousal" (Ehrman, 1996.). Learning with a little anxiety is advantageous—just enough anxiety, but no more than needed, such as to keep learners alert. Even though some people dislike learning under tension, they still believe that tension is good for learning, because they insist that there is no pain no gain (Spielmann, 2001).

## 2.2. Dealing with Anxiety

Based on the explanation above we can see that anxiety is a very influential factor upon students' second language learning process. Unlike teaching method which is an external factor, anxiety as an internal factor is a little bit more difficult to deal with because it comes

from inside of the students themselves. Relieving students from anxiety will require considerable amount of effort from not only the teacher but also the students themselves. Despite this fact teachers must not stop from trying to find ways to overcome students' anxiety, or at least reduce the level of anxiety of the students.

Turula (2002), suggested some ways to create learner friendly and anxiety free class or learning, which are, 1) creating a caring and sharing atmosphere in the classroom, 2) promoting clear sense of direction, 3) creating a sense of fun in the classroom, these steps are hoped to be able to reduce stress in the classroom and during the language learning process.

Students enter the classroom with all their knowledge, feelings, interests, and preferences. Why not encourage them to share? To share, however, means to be open which may not be very easy if students do not have an example of someone being open first. This "someone" needs to be the teacher. The teachers need to share about his or herself in front of the class, a good introduction and group dynamics are good in promoting sharing among the students. Teacher must also promote care, in which students care about each other problems or difficulty or even mistakes, instead of judging them. Students need to be taught how to respect others and others efforts, they are to criticize not to mock other students. In order to be able to teach student to do this, teacher must first implement this step in classroom, teacher should be a good role model in respecting, not underestimating others.

Another important component of a successful language classroom is the group's ability to define its goals and persevere in achieving them. Learners need to know—and it is the task of the teacher to tell them—how particular activities and exercises help them achieve their overall learning aims and, therefore, why they need to do them. The students' joint efforts aimed at achieving common goals have to be reinforced by the conviction that each student's personal needs are important. This means the teacher should carry out some form of needs analysis at the beginning of the course; it does not mean the teacher will be teaching an individualized course of instruction for each student. Successful individualization in the language classroom enables each student to define his or her learning style and sustain motivation by completing challenging tasks. Individualization provides a solid basis for ensuring student autonomy. In assuming responsibility for their learning, students exercise independence in their choice of learning strategies and maintain the right to their own, unmanipulated way of tackling problems. A sense of direction is easier to maintain if a learner's self-esteem is high and constantly reinforced. Achieving a sense of direction requires frequent, sincere, and evenly distributed appraisal. However, a sense of direction is unattainable if—according to the "I get what I deserve" rule—the teacher is not perceived as respectable, reliable, or trustworthy. Thus the constant professional development and personal growth of every teacher becomes an indispensable means of



alleviating student anxiety and improving classroom dynamics. The teacher's personality, knowledge of the target language, professional qualifications, and teaching style, along with the attractiveness of her lessons and her ability to give clear explanations are among the chief factors leading to a successful, motivating classroom environment.

Learners are different individuals with different needs and different problems. Every student has problems of their own, both school related and social related problems. For some students school and going to school is something they consider to be fun, while for the other it is considered to be a burden. This situation can increase the anxiety of the students. Therefore, a sense of fun is indispensable to create a relaxed learning environment and sustain motivation. If the students can have fun together, the teacher can more easily introduce learning strategies and present unconventional, but potentially helpful, teaching techniques and learning activities. Caring and sharing activities can also create a sense of fun.

There are many things that can be done to create a fun class, depends on the level of the students, and this means that the teacher does not always need to be a joker. Class physical environment, color of the wall, shade, and pictures on the wall, has proved to be helpful in creating joyous environment for children or young learner. For adult learner, the use various media and also contextual teaching techniques may provide better atmosphere in the classroom. Even the appearance and the facial

expression of the teacher can reduce the level of anxiety of the students and promote fun in the classroom. Therefore cheerful but appropriate outfit and a healthy dose of smile from the teacher is a must in creating a fun atmosphere in the classroom.

### 3. MOTIVATION AND SECOND LANGUAGE ACQUISITION

#### 3.1. The Nature of Motivation

The work on motivation and language learning was pioneered by Gardner and Lambert in 1959 through their research appeared in *Canadian Journal of Psychology*, entitled *Motivational Variable in Second Language Acquisition*. The paper sparked the first light in motivation and language learning research. Motivation has been identified as the learner's orientation with regard to the goal of learning a language. It is believed that student will be more successful in learning language if they like the people and the culture of the people who speak the language, and have a desire to become familiar with or even integrate into the society in which the language is used (Falk, 1978; in Carreira, 2004). This form of motivation is known as integrative motivation. When someone becomes a resident in a new community that uses the target language in its social interactions, integrative motivation is a key component in assisting the learner to develop some level of proficiency in the language. It becomes a necessity, in order to operate socially in the community and become one of its members. It is also theorized that "integrative motivation typically underlies

successful acquisition of a wide range of registers and a native like pronunciation”.

In contrast to integrative motivation is the form of motivation referred to as instrumental motivation. This is generally characterized by the desire to obtain something practical or concrete from the study of a second language. With instrumental motivation the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status. Instrumental motivation is often characteristic of second language acquisition, where little or no social integration of the learner into a community using the target language takes place, or in some instances is even desired.

While both integrative and instrumental motivations are essential elements of success, it is integrative motivation which has been found to sustain long-term success when learning a second language (Carreira, 2004). In some of the early research conducted by Gardner and Lambert integrative motivation was viewed as being of more importance in a formal learning environment than instrumental motivation). In later studies, integrative motivation has continued to be emphasized, although now the importance of instrumental motivation is also stressed. However, it is important to note that instrumental motivation has only been acknowledged as a significant factor in some research, whereas integrative motivation is continually linked to successful second language acquisition. It has been found that generally

students select instrumental reasons more frequently than integrative reasons for the study of language. Those who do support an integrative approach to language study are usually more highly motivated and overall more successful in language learning (A)- Ansari, 1993).

In Indonesia, the main problem of learning English as a Second Language is the fact that most students are still motivated by Instrumental Motivation only. Most students learn English just for the sake of academic requirement only. This motivation makes the students become Mark oriented, in the sense that students learn English in order to achieve good mark, regardless of their understanding and competence in English. This problem is worsened by government policies which placed English as a “politically unwanted” but “realistically needed” language. Indonesian political policies put English as a language of no significance in the citizen's daily life, however it continues to become increasingly important in the field on communication, business, and education. Indonesian constitution does not offer any room for English, reserving it for Bahasa Indonesia, however, in practical condition English mastery is a highly needed and wanted competence. This condition created an environment that offer no encouragement for the student to learn English for more that Instrumental Need i.e. to pass the academic examination.

The condition mentioned above prompted Indonesian students to master English in the level of knowing, means that the students

understand the formula of English, able to construct acceptable English sentences but become clueless when they have to use it in real life. This is an inherent factor in English learning in Indonesia (Mahardika, 2004). Because the student does not see the need to use it in real life, or in real English speaking society, they learn English which are grammatically correct but culturally inappropriate. For example, most students learn that when meeting an English speaking foreigner, they should greet the foreigner and then continue the conversation by asking "what is your name" and "how old are you". Such sentences, although grammatically correct, proved to be culturally inappropriate, for it is considered to ask such question in such a straightforward, interrogative like manner.

### 3.2 Building Motivation

Motivation helps in producing effective second-language learners by giving them the seeds of self-confidence. It also successfully creates learners who continuously engage themselves in learning even after they complete a targeted goal. Motivation student however, may prove to be a daunting task for most English instructor, the act of promoting students' motivation has to be done both inside and outside the classroom. Hussin, Maarof, and D'Cruz (2001), stated that "positive self-concept, high self-esteem, positive attitude, clear understanding of the goals for language learning, continuous active participation in the language learning process, the relevance of conductive

environment that could contribute to the success of language learning". They also state that six factors influence motivation in language learning: attitudes, beliefs about self, goals, involvement, environmental support, and personal attributes, above all, three specific elements are strongly believed to build motivation towards language-learning: self-confidence, experiencing success and satisfaction, and good teacher-learner relationships as well as relationships between learners. All three factors are believed to be correlated to each other in the process of motivation development.

#### a. Self-confidence

Self-confidence is the very important in language-learning. It provides learners with the motivation and energy to become positive about their own learning. It also creates the drive in them to acquire the targeted language, enjoy the learning process, and experience real communication. "At the heart of all learning is a person's belief in his or her ability to accomplish the task" (Axta, 2003). "In general, successful language learners appear to have higher self-esteem than those who are unsuccessful" (Richard-Amato, 2003). Lack of belief in one's ability hinders him from achieving that task – pursuing a targeted language accomplishment. Moreover, it is widely believed that once students gain self-confidence, it progressively expands, in conjunction with experiencing success and satisfaction as well as good relationships.

#### **b. Experience of Success and Satisfaction**

Experience of success provides students with more power to pursue a new goal. It allows language learners to understand the purpose of trying and have pleasure in communicating with others. Some people might feel successful when they can communicate their thoughts to people; others might feel the sense of success when they complete a challenging task in a targeted language. The feeling of success time and again emerges specifically when he realizes the degree of his improvement and achievement. Some people, on the other hand, appreciate compliments from others. Subrahmanian (2001) suggests that external praise for one's improvement is strongly related to fomenting the sense of success. There is a similarity between the experience of success and satisfaction; the experience of success at all times satisfies people not only in language-learning but also in anything. To make it short, it is strongly believed that the experience of success comes hand in hand with the sense of satisfaction.

#### **c. Good Relationships among Learners and Between Teacher and Students**

Hussin, Maarof, and D'Cruz, (2001) proposed that "teachers need to find creative ways to teach the language and increase the student's motivation to learn the language and to eventually appreciate the language". There are a number of methods that English instructors can use to motivate students in class, and instructors should flexibly employ the most suitable method for the class. Furthermore,

Kabilan (2000) indicated that "Teachers should develop a mutual relationship with their learners". In order to develop a mutual relationship with their learners, teachers need to understand students who are from different backgrounds, have different interests, future goals, aims for English learning, and most importantly, different personalities. Once they understand them better, teachers are able to apply specific teaching and communicating strategies tailored to each student, thereby creating a trusting relationship between a teacher and student. Once a relationship develops, the classroom will become comfortable and enjoyable enough for students to learn positively from the teacher without any hesitation.

#### **4. CONCLUSION**

Both Anxiety and motivation are important factors in language learning, in an entirely different direction. Although not all form of anxiety is bad for students, still anxiety pose a problem that must be dealt carefully by both teacher and students. To reduce the level of anxiety in students there are several steps that can be taken, which are, 1) creating a caring and sharing atmosphere in the classroom, 2) promoting clear sense of direction, 3) creating a sense of fun in the classroom; these steps are hoped to be able to reduce stress in the classroom and during the language learning process, and can learn the second language better and faster. Teachers must pay more attention to anxiety and other affective factors such as motivation and attitude, if they want

the second language learning to be successful. On the other hand teachers will need to take steps to improve students' motivation, and maintain students level of motivation in learning a second language.

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