Japanese Language Learners Anxiety: Barriers or Successful Support

Elisabeth Worobroto Purwaningrum[1], Hamamah[2], Putu Dian Danayanti Degeng[3]

[1] Faculty of Cultural Studies, Universitas Brawijaya, Malang, Indonesia
[2] Faculty of Cultural Studies, Universitas Brawijaya, Malang, Indonesia
[3] Faculty of Cultural Studies, Universitas Brawijaya, Malang, Indonesia

E-mail: elisabeth@ub.ac.id, hamamah@ub.ac.id, dian_degeng@ub.ac.id

Abstract

Anxiety is one of the affective variables that affect the process of learning a foreign language. The study of anxiety in the field of learning Japanese as a foreign language, especially in universities in Indonesia, is still lacking. High-level anxiety is considered a factor that impedes students from achieving good performance. This study aims at investigating the level of anxiety, the relationship among students' anxiety and gender, and the students' ability based JLPT level. The design of this study is survey research. The sample was taken from undergraduate students of the Japanese Literature Study Program (N=91). The data was collected by using Horwitz's (1986) Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire with four factors analysis from Aida (1994). The findings revealed that students' anxiety was on the moderate level. Moreover, there was no significant correlation between gender and student's anxiety. However, students' anxiety affected students' ability related to their JLPT level.

Keywords: anxiety, anxiety level, FLCAS, JLPT

1. Introduction

Japanese language is one of foreign languages taught in both formal and informal institutions in Indonesia. The development of Japanese language learners quantitatively is increasing. People who are interested in the Japanese language are increasing from year to year, both the number of learners and institutions (Danasasmita: 2009). However, qualitatively it still faces many obstacles. This is related to many factors, including the position of Japanese compared to learners' mother tongue, Indonesian and English. In Indonesia, Japanese language education is generally held in secondary schools, colleges, university, and informal courses.

Studying a foreign language that has many different linguistic features from one's native language will pose certain challenges to learners. The learners will step into an unfamiliar territory which leads to anxiety. Cassady (2010) introduced the term anxiety that learners experience in school and called it academic anxiety. Furthermore, Horwitz, Horwitz, and Cope (1986) suggested that foreign language anxiety should be viewed as a situation-specific anxiety arising from the uniqueness of the formal learning of a foreign language, not just a case of general classroom anxiety being transferred to foreign language learning. The anxiety that arises when learning a foreign language can be understood as circumstances that occur because of the specific situation of foreign language learning itself. Thus, anxiety should be understood not only as a factor that emerged from the individual but also as a factor that emerged from outside individuals caused by the environment (Zheng, 2008).

Previous research has shown how anxiety plays a role in influencing the performance of students in listening, speaking, reading and writing (Brantmeir's, 2005; Horwitz, 1986;Kitano, 2001; MacIntry and Gardner, 1991; Young, 2000). From many research on second language anxiety, we know that anxiety does exist and it may even have a significant impact on the second language (L2) learner. In the area of education, the understanding of learners' anxiety is important because anxiety affects the performance of learners in language learning.

Most of the researches in anxiety were conducted in the area of English as a second language. There seems to be differences of anxiety levels when someone learns different foreign languages. From the study of Foreign Language

Anxiety (FLA) among Indonesian undergraduate students of five foreign language classrooms: i.e. English, French, Japanese, Korean, and Arabic, conducted by Djafri (2016) to 182students at the Faculty of Cultural Studies, Gadjah Mada University, it is known that Japanese learners have the highest foreign language anxiety level, followed by Arabic, French, Korean, and English learners. From the research results, it is known that there is a difference in foreign language anxiety levels between the learners' of Latin alphabet (English and French) and non-Latin alphabet (Japanese, Korean, and Arabic), in which the non-Latin alphabet one has a greater anxiety level. Djafri's (2016) study suggests that foreign language teachers should give more attention to their teaching method and behaviors applied inside the classroom, and teachers are expected to be able to create a more conducive learning environment in the classroom in order to reduce foreign language anxiety experienced by students.

Djafri's (2016) study has provided a general overview of the level of anxiety among students who are studying foreign languages, and how the anxiety is related to students' perceptions of teachers' behavior. It can be argued that this study focuses on teachers' behaviors causing students' anxiety which serve as an external source of anxiety. It is important to give Djafri's (2016) study a follow-up since his research has not provided detailed information on the anxiety condition experienced by the Japanese learner itself. In addition, Djafri (2016) has not paid attention to internal sources of causes of anxiety. The present study intends to close the gap by discussing the internal and external causes of anxiety comprehensively.

Learning Japanese is unique and poses several challenges. The biggest obstacle for Japanese language learners is studying Japanese characters. The learners have to learn three different types of writing system. Therefore, studying Japanese characters provide a challenging experience for learners, especially for the beginners level. At the next level, the number of Japanese vocabulary which is derived from the Chinese called Kanji becomes the second barrier for Japanese language learners, because of the many words that have the same form but different in meaning or same meaning but different use in a sentence. These two kinds of language barriers become the most frequent problems expressed by learners in learning Japanese. From the researcher's observation in teaching Japanese language, anxiety level of learners in learning Japanese can occur due to internal factor or external factor. The anxiety that comes from the students themselves can be considered as internal factors, while external factors may come from teachers and the environment. For external factor, for instance, students who take Japanese majors at the university will experience different learning situations in the classroom when compared to learners studying Japanese in informal courses. This is understandable because the learning outcomes of formal and informal institutions are very different. The learning outcome of Japanese language learners expected from students at formal institutions such as a university is of course higher than those at informal institutions, such as language courses. Often teachers are so focused on learning outcomes that they can no longer think about how to build a comfortable learning situation which leads to tedious learning situation resulting in students being bored or tense, due to the many tasks and tests given by the teachers. Such situations can trigger high levels of anxiety.

Through this study, the researcher aims to identify, first, the level of anxiety related to gender based on Japanese Language Proficiency Test. Second, the researcher aims to seek the factors contributing to the causes of anxiety of the 3rd grade students of Japanese Study Program, Faculty of Cultural Studies at Universitas Brawijaya. The organization of this article is as follows" literature reviews, methodology used, findings, and discussions. At the end of this article, some conclusions are provided from this study.

2. Literature Review

2.1 Anxiety

Anxiety is a complex construct (MacIntyre, 1999; Young, 1999) that discusses the psychology of learners in terms of their feelings (frustration, fear, insecurity, or fear), self-esteem, and confidence (Clement, 1980, 1987). There are two approaches to define language anxiety: (1) language anxiety is the transformation of other forms of anxiety (Scovel, 1978; Young, 1991); and (2) language anxiety is a unique type of anxiety that causes anxiety and negative emotional reactions (Bailey, Daley, & Onwuegbuzie, 1999; Horwitz, 2001; Young, 1999). In the second approach, language anxiety is different from the type of anxiety associated with public speaking, test taking, or communication apprehension. MacIntyre and Gardner define language anxiety as 'a feeling of tension and fear that is particularly related to the second language context (L2), including speaking, listening, and learning' (1994, pp. 284). Horwitz et al. argues that language anxiety is also a worrying feeling "associated with the passion of the autonomic nervous system " (1986, pp. 125). In addition, Horwitz (2000) also states that language anxiety is a cause of poor language achievement. In contrast, Sparks and Ganschow (1991, 1995) define language anxiety as a consequence of difficulties in L1 encoding that challenge the language anxiety hypothesis to the relationship between anxiety and language achievement (see also Sparks &Ganschow, 1993, 2007). According to this author, anxiety should be seen in relation to the skill of L1. Thus, if a student has poor L1 skills, that is, if students have difficulty with " code " - ie, phonological / orthographic, syntactic, and semantic features - students may

tend to suffer from high anxiety in the second language (L2) /foreign language. Another contrasting view is expressed by Spielmann and Radnofsky, who also challenges the current research paradigm of language anxiety and defines it as 'an unstable phenomenon that any situation or event can produce and can be felt differently by every individual who experiences it' (2001, p 259).

In both approaches, language anxiety is a state (ie, a momentary anxiety experience) rather than a trait (ie, a permanent tendency to become nervous in situations related to individual personality) (Goldberg, 1993; Scovel, 1978; Spielberger, 1983). In the literature review, both of state and traits' anxieties have been shown to have a negative effect. The definition employed in this study refers to anxiety expressed by Horwitz et al. (1986) that anxiety is regarded as the construction of a specific situation (ie, instantaneous experience) that plays an important role in a foreign language class. Today, the idea of language anxiety should be conceptualized as something more individualistic, closely related to individual differences (DeKeyser, 2005 cited from Llinas&Garau, 2009), needs, and personal experience of language, and the concept of self-efficacy as suggested by Mills et al. (2006). Furthermore, the new study also suggests that L1 language skills as good as foreign language skills should be considered and can be related with language anxiety as suggested by Sparks and Ganschow (2007).

2.2 Foreign Language Anxiety (FLA)

Based on the situation-specific perspective, recent studies have focused on anxiety which is specific to language situations. According to Horwitz, Horwitz, and Cope (1986: 131), foreign language anxiety belongs to situation-specific anxiety. Foreign language anxiety refers to the anxiety that learners may have when they learn a foreign language. Foreign language classroom anxiety is totally different from other types of anxieties and is not merely a composite of other anxieties (Horwitz, Horwitz, & Cope, 1986: 130). Foreign language anxiety is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process (Horwitz, Horwitz, & Cope, 1986: 128). There are three components related to FLA. Horwitz et al. (1986) mentioned three aspects related to foreign language anxiety. There are communication apprehension, test anxiety, and fear of negative evaluation.

According to Horwitz, Horwitz and Cope (1986), communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people. A type of performance anxiety stemming from a fear of failure refers to test anxiety. Test-anxious students often put unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure. While fear of negative evaluation is defined as apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively.

Foreign language anxiety is not simply the combination of these three aspects that transferred to foreign language learning. Otherwise, foreign language anxiety is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. As stated by Horwirtz et.al (1986), foreign language anxiety will occur in a specific situation, namely the formal classroom language learning.

2.3 Source of Language Anxiety

The sources of anxiety in foreign or second language learning can be grouped into two broad areas: personal issues and classroom issues (Zheng, 2008). The main personal issues which cause language anxiety in language learning are the learners' expectations and beliefs in their language abilities. When a learner labeled him/herself as a weak student, it will indirectly generate a high level of tension in the language class. As for the classrooms issues, teachers' role is very crucial. They might contribute to students' language learning anxiety especially when the teachers show signs of impatience in dealing with their students (Radnofsky&Spielmann (2001), Tsui (1996), as cited in Zheng, 2008).

Young (1991) stated that there were six potential sources of language anxiety. Some are related to the learner, some to the teacher, and some to the instructional practice. Language anxiety arises from aspects as follows:

1) Personal and interpersonal anxieties. Anxieties stemming from personal and interpersonal issues in the language learning context have been related to communication apprehension, social anxiety, and anxiety specific to language learning.

2) Learner beliefs about language learning. This is a major contributor to language anxiety.When beliefs and reality clash, anxiety results.

3) Instructor beliefs about language teaching. Instructors who believe their role is to correct students constantly when they make any error, who feel that they cannot have students working in pairs because the class may get out of control, who believe that the teacher should be doing most of the talking and teaching, and who think their role is more like a drill sergeant than a facilitator's may be contributing to learner language anxiety.

4) Instructor-learner interactions. A harsh manner of correcting student errors is often cited as provoking anxiety.

5) Classroom procedures. Many research showed that learners felt more comfortable when they did not have to go to the front of the class to speak and to take oral test.

6) Language testing. By the time learners are unfamiliar to the format of the test, the test type, or material that is not in accordance with that has been learned, the anxiety is triggered.

From the literature relating to anxiety, it is known that anxiety is one of the affective factors that exist in the learner and can influence the learner in learning a foreign language. This anxiety is known as foreign language anxiety. Anxiety can have a positive relationship (facilitating anxiety) , but most anxiety is found to be a negative correlation (debilitating anxiety) to the performance of foreign language learners. Factors that contribute to the emergence of anxiety can be derived from the learner (internal factors) or caused from outside the learner (external factors), such as learning environment, social interaction, and others. The study of the anxiety of foreign language learners associated with both the anxiety source and the effects caused by anxiety itself has been carried out since 20 years ago and is still done to date. From a psychological perspective, anxiety will always exist in one's personality. Anxiety is one of psychological factors, in addition to age, gender, motivation, aptitude, strategic learning, which distinguishes learners will be successful or not successful in learning a foreign language (Troike, 2006: 81-93). Some of the previous studies related to foreign language anxiety is discussed as follows.

3. Previous Study

Several studies related to either the second language and learners and their anxiety (i.g. Gardner et al.1977; Horwitz, Horwitz and Cope ,1986; Samimy&Tabuse, 1992; Young 1986), or the foreign language (such as Aida, 1994; Machida, 2010; Masuda, 2010, Saito. et al.1999; Tang, 2005; Wang, 2003; Xue, 2005) have been done since 30 years ago. Research on anxiety and foreign languages is mostly done in the English area, then in French, Spanish and Chinese, and very little in Japanese. This is understandable given that these languages are international languages as defined by the United Nations, and therefore are learned by many in formal and informal institutions, particularly in Europe and America.

The study of Japanese learner anxiety has been conducted in several Asian countries such as Japan, Malaysia and Indonesia (i.g.Djafri, 2014, Mochizuki, 2008; Motoda, 2005; Nishitani& Matsuda, 2003; Cao, 2009;; Musa, et.al, 2013 ; Shida, 2014 cited from Tsai, 2013).

There are some previous insightful researches that contribute to this study. First is Machida's (2010) study entitled *Foreign Language Anxiety among Intermediate-level University Students of Japanese.* Machida examines the characteristics of foreign language anxiety among university students of Japanese as a Foreign Language (JFL). The study participants are 18 undergraduate students of intermediate-level JFL at University of Illinois at Urbana-Champaign during the fall of 2006. All study participants completed the

Foreign Language Classroom Anxiety Scale (FLCAS; Horwitz, Horwitz, and Cope, 1986). They also answered specific anxiety questions related to the Japanese orthographic system. Findings indicate that the anxiety level of JFL students received a mean rating of 2.70 on a five-point Likert scale, indicating that the participants considered themselves to be "not very anxious". This result supports the findings on the relation between anxiety level and Japanese proficiency reported by Kitano (2001), and suggests a lower level of anxiety than what was found by Aida (1994) and Horwitz et al. (1986). Further results indicate that differences between the English and Japanese orthographic systems did not contribute to participants' level of foreign language anxiety, but rather that participant anxiety was primarily associated with speaking Japanese accurately in front of others.

The second is a study titled *Cause and Effect of Foreign Language Classroom Anxiety:A case study of Learners of Japanese in USA* conducted by Masuda (2010). Masuda conducted an action research to investigate causes and effect of foreign language classroom anxiety of learners of Japanese in the US. Four students with high anxiety levels were selected based on their responses on FLCAS. The behaviour of the participants was recorded on video during the Japanese class. This research used qualitative approach. The result showed that FLCA caused-factors were divided into three categories; 1) interpersonal relationships in class, 2) linguistic factors and 3) situational anxiety factors. In order to reduce the FLCA of Japanese as a foreign language, it is important to apply pedagogical approach. While the third and fourth studies were conducted in Indonesia and Malaysia, by Djafri (2014) entitled *Measuring Foreign Language Anxiety among Indonesian Undergraduate Students in Foreign Language Classroom: in Relation with Students' Motivation and Their Perception toward Teachers' Behaviors*, and Musa, et.al (2013) with the title *Language Learning Anxiety: Malay Undergraduates Learning Japanese.*

Djafri (2014) investigated foreign language anxiety among 182 second-grade undergraduate students of five foreign language classrooms: i.e. English, French, Japanese, Korean, and Arabic, at Faculty of Cultural Sciences UGM. Djafri (2014) also examined its relationship with students' motivation and their perception toward teachers' behaviors. Questionnaires were employed to Oneway ANOVA analysis revealed that students of Japanese have the highest foreign language anxiety level compared to other foreign languages students. Furthermore, using independent sample T-test method, it was also found that students of non-Latin alphabet languages group (Japanese, Korean, and Arabic) have a higher foreign language anxiety level than students of Latin alphabet one (English and French). The relationship between foreign language anxiety, students' motivation and their perception toward teachers' behaviors was analyzed using

multiple regression method, and the finding indicates that student's motivation does not affect foreign language anxiety. While Musa, et.al (2013) investigated the general situation of anxiety among the Malay undergraduates, ascertain the factors that contribute to language learning anxiety and identify the level of anxiety in terms of gender and language proficiency among the Malay learners of Japanese in a Malaysian university. The subjects for this study were 117 Malay undergraduates who had completed their Japanese Language 1 course. The instrument for this study was the Foreign Language Classroom Anxiety Scale (FLCS) adopted from Horwitz (1986).The findings revealed that students' mean scores for all anxiety variables were high, particularly fear of negative evaluation, indicating high level of language anxiety. The study also found that there was no significant difference in level of anxiety between gender and language proficiency.

The current study aims to fill the gap and differs from previous research, conducted by Machida (2010); Masuda (2010) and Musa, et al (2013), from the research setting aspect. Therefore, this study focuses on the anxiety of students who take the Japanese language as the major course in Indonesia to provide a more detailed picture on the subject than Djafri's (2014) research.

4. Methodology

4.1 Participants

Participants are students (N=91) of 2015 academic years who took the sixth semester and study Japanese as a foreign language and a compulsory subject in the S1 Literature Study Program, Faculty of Cultural Studies, Universitas Brawijaya, Malang. The sixth semester is a semester where students have entered intermediate level material which is more difficult than the material in the previous semesters. Students are assumed to experience a higher anxiety situation during the learning process. Therefore researcher chose a sample of students from this semester.

Given the varying ability of Japanese students, students were divided into five categories according to the Japanese Language Proficiency Test (hereinafter referred to as JLPT), group A = level 5 and group B = level 4,both of them equivalent to beginner level, group C = level 3 equivalent to pre-intermediate level, group D = level 2 equivalent to intermediate level, group E = students who have never taken a test or have not passed the JLPT. JLPT, like TOEFL, has a 5 year validity period. Since January 2018, the researcher mapped the ability of students based on JLPT standard test results issued by The Japan Foundation, the official organizer of JLPT, in February 2018.

4.2 Instruments

The instrument used was adopted from questionnaire instruments of the Foreign Language Anxiety Scale (FLCAS) developed by Horwitz (1986) with a five-point Likert scale ranging from 1= strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, and 5 = strongly agree. The questionnaire consists of two parts. The first part is intended to collect background information of participants, such as their names, age, gender, the length of study Japanese, and the level of JLPT. The second part consists of 33 questions, that lead to students anxiety during learning in the classroom and the three factors model of anxiety. However, this study used the questionnaire which had been reviewed by Aida (1994). Aida had made adjustments to the Horwitz questionnaire. Aida conducted the test towards 33 items of Horwitz, and obtained the result that there are six items that can not fit into the category of four factors of anxiety proposed by her. Afterwards, Aida reduced 6 items of a statement in FLCAS, i.e items 2, 6, 15, 19, 28 and 30, so that the number of statement items of questionnaire FLCAS used only 27 items.

Aida questionnaire with 27 items of questions had been applied to test the anxiety of Japanese language learners (n=96). This instrument has a good value of reliability Cronbach's alpha 0.94 and test-re-test reliability 0.80. Rokiah's (2012) study on FLCAS model factor, Horwitz (1986), Aida (1994), and Zhao (2007) revealed that the FLCAS Aida model is best suited to Japanese language learners in Malaysia. Therefore,the researcher decided to employ the questionnaires that had been reviewed by Aida.

The researcher then conducted the process of translating from English into Indonesian so that participants understand the contents of each statement in the questionnaire. The translation results were then validated by two English experts. To test the participants' understanding of the results of the questionnaire translation, the researcher did pilot project with participants from 17 students of the sixth semester. From the result of pilot project, it was known that there were some statements that were not understood by the participants. Therefore, the researcher made a few adjustments to some words in the questionnaire, such as adding the word in "language class" to "Japanese language class" (item no. 10, 19, 20, 21-23, 27) while the phrase "foreign language" was changed to "Japanese language" (item no. 13, 14, 17,24).

4.3 Data Collection

The procedure of the data collection began with distributing the questionnaires to the students as participants of this research, coding data sample into male-female groups and JLPT level groups, calculating the score of the participants answers used SPSS 23 based on criteria, and reading the data samples.

4.4 Data Analysis

After collecting the data, the researcher performed the procedure below to analyze the data according to the research question.

1. Classifying the data anxiety into general anxiety, male-female anxiety, anxiety based on JLPT level and sources of anxiety.
2. Putting the data into tables or diagram. The tables is used to see the distribution and the trend data of anxiety.
3. Interpreting the data related to anxiety level based on gender and the result of students JLPT.
4. Processing the data using descriptive statistics, *SPSS series 23 for windows.*
5. Identifying the factors that contributing towards the emergence of student anxiety based on four-factors proposed by Aida (1994) to answer the fourth research questions.
6. Drawing a conclusion.

5. Findings

5.1 Level of Anxiety in the Sixth semester of Japanese Undergraduate Students

The questionnaires distributed to 106 undergraduate students of Japanese Literature Program in Brawijaya University as participants resulted in valid data from 91 students, consisting of 31 male students and 60 female students. Table 1 shows the mean score of the level of anxiety demonstrated by the answers of the 27 questionnaire questions. The data were analyzed by summing participants total score of the FLCAS answer and calculating the mean score.

Tabel 1. Anxiety Level of Undergraduate Students at Japanese Language Study Program, Faculty of Cultural Studies, Universitas Brawijaya

Item	N	Min	Max	Mean	Std. Deviation
Overall Anxiety	91	1	5	3.29	0.97

As can be seen in Table 1, the general anxiety among the third-grades students who learning Japanese as a foreign language was on the moderate level (m= 3.29).

Tabel 2. Anxiety Level of Undergraduate Students at Japanese Language Study Program, Faculty of Cultural Studies, Universitas Brawijaya, Based on Gender

Gender	Min. Score	Max. Score	Mean
Male (N=31)			85.26
Female (N=60)	27	135	91.07
Valid (N=91)			

Table 2 shown the anxiety among male and female groups. It consists of 91 students from the sixth semester in the Japanese literature study Program. The mean score of 85.26 and 91.07 indicating the moderate anxiety level, it is lower than 99, the criteria proposed by Horwitz et.al (1986). It known the female students more anxious than male students (Fm = 91.07> Mm = 85.26).

5.2 The Correlation between Gender and Undergraduate Student Anxiety

Tabel 3. Correlation Test between Gender and Undergraduate Students Anxiety using Pearson Product Moment Coefficient Correlation

		General anxiety	Gender
General Anxiety	Pearson Correlation	1	.197**
	Sig. (2-tailed)		.061
	N	91	91
Gender	Pearson Correlation	.197**	1
	Sig. (2-tailed)	.061	
	N	91	91

**Correlation is significant at the 0.01 level (2-tailed)

Table 3 shows that the correlation value was 0.197. This value indicates that students' anxiety and gender habe very weak correlation. The p-value is 0.061 indicates that there is no significance between the two variables. In other words, Ho (no correlation between FLA and gender) is accepted and it reflects that there is no correlation between students' anxiety and gender.

5.3 The Correlation between Undergraduate Students' Ability based on JLPT Level and Students Anxiety

Tabel 4. Correlation Test between Anxiety and Undergraduate Students' Ability using Pearson Product Moment Coefficient Correlation

		General anxiety	JLPT Level
General Anxiety	Pearson Correlation	1	-.436**
	Sig. (2-tailed)		.000
	N	91	91
JLPT Level	Pearson Correlation	-.436**	1
	Sig. (2-tailed)	.000	
	N	91	91

**Correlation is significant at the 0.01 level (2-tailed)

Table 4 shows the results of the correlation test between anxiety and the students' ability based on JLPT levels. The correlation value was -0.436. This value indicates that students anxiety and JLPT has very weak correlation. The p-value is 0.00 indicating that there is a significance between the two variables. In other words, Ho (no correlation between FLA and JLPT) is rejected and it reflects that the students' anxiety affect the students' ability based on JLPT level but it is not the main factor.

5.4 The Factors Contribute towards the Emergence of Student Anxiety in Japanese Classroom

The factors contribute to students anxiety is determined by the results of Foreign Language Classroom Anxiety Scale (FLCAS) by measuring the mean score of each anxiety types based on Aida (1994) four-factors. As can be sen in Table 5, the mean score of Speech anxiety and fear of negative evaluation was the highest (m=3.40) among other factors.

Table 5 Recapitulation of Undergraduate Students Anxiety Level based on Four-factors

Anxiety Variables	Mean	Std. Dev
1. Speech Anxiety and Fear of Negative Evaluation	3.4	0.95
2. Fear of Failing the Class	3.3	0.99
3. Comfortableness in Speaking with Japanese People	3.1	0.97
4. Negative Attitude toward the Japanese Class	2.6	1.05
Overall Anxiety	3.29	0.97

6. Discussion

In this study, the sixth semester students of Japanese literature Study Program show moderate level (m=3.29) of anxiety in FLCAS in general. The study reveals that students were highly anxious related to speech anxiety and fear of negative evaluation (m=3.40). Students felt anxious of the possibility of experiencing communication problems because the opportunity to speak Japanese was very little outside the classroom. In addition, students also felt anxious with negative evaluation from others for fear of losing face attitude which is quite prevalent among the Indonesian undergraduate students. Hence, the students were highly concerned about what the others thought of them and felt anxious about criticism and negative evaluation.

The role of teachers and instructors to ensure students to not fear evaluation is critical. As Samimy (1994) points out that "mistakes must be seen as a natural part of the learning process," Japanese language teachers should be more motivating and encouraging students to be more positive about language errors in the classroom. Teachers can do more group activities in learning rather than individual assessment activities.

In line with previous study conducted by Musa, et.al, the study also reveals that, even though the overall mean for female's anxiety level was slightly higher than the males, there was no significant differences in anxiety level based on gender. Different from previous research that learning motivation and success in learning achievement are related to gender differences, students' anxieties are shown to have no significance for gender differences. Female students with high anxiety did not show poor performance in learning a foreign language and they scored as well as male students. The results of this study found that female and male students performed equally well as in achieving JLPT language competence. Female and male students showed good performance by reaching the N2 level in the sixth semester. There is a correlation between students' anxiety and the students' ability based on JLPT level. The low level proficiency students (means of N0=3.56, N5= 3.54) were more anxious than the high proficiency students (means of N4 = 3.32, N3= 3.32, N2 = 3.36).

Young (1991) said that anxiety can be caused by students, teachers/instructors, pt instructional practices. The curent research showed that students mostly felt anxious because of fear of receiving negative feedback from others in the classroom such as their peers and teachers. Anxiety can also be triggered because of other variables related to instructional practices, such as syllabus courses, as well as teaching methods. The Japanese literature study Program itself has a learning target where students after graduation from university must have at least N3 JLPT capability, and as high as N2, or N1 if possible.

Target learning that requires students pass N3 is one of the sources of anxiety for students of Japanese Literature Study Program who are not yet successful to to do so. And this is revealed in the results of the study, that students with proficiency levels of N5, N4, or worse with no qualifications, (N0) had a higher mean score of anxiety.

7. Conclusion

This study was conducted to examine anxiety level among the sixth semester of undergraduate students of Japanese Literature Study Program. This study found that students anxiety was on the moderate level with the mean score of 3.29. Anxiety levels of students were at an ideal level. The anxiety experienced was in a situation that did not interfere with the learning process of students.

The study also revealed that even though females appeared to be more anxious than males, the differences between the two genders were not significant. This is indicated by p value = 0.061 which is more than 0.01. Hence female students were slightly more anxious than male students. However, this did not impede female students from performing well.

On the contrary, the result of this study shows that there was significant correlation between students ability based on the level of Japanese Language Proficiency (N2, N3, N4, N5, N0) and students' anxiety. Low-proficiency students (N4, N5, N0) were more anxious than high-proficiency students (N2 and N3).

Among the four-factors of Aida's classification, speech anxiety and fear of negative evaluation was the main factor which contributed to students' language learning anxiety followed by fear of failing the class, comfortableness in speaking with Japanese people, and negative attitude toward the Japanese class.

Pedagogical Implication

Although the level of anxiety is generally at moderate levels, but the factors that cause anxiety need to be adressed more seriously. Therefore, the researcher would like to recommend suggestions for teachers who teach the Japanese language, particularly language skills. First, the teacher should be more conscious of the comments and feedback given to the students. Feedback or comments should be constructive and motivating so that students will not feel threatened whenever they are in the language classes. Second, the teachers should be aware that low proficiency students are more anxious than high achievers. Practicing cooperative learning in language classes is one of the ways that can help the anxious low proficiency students (JLPT N4, N5, N0). Cooperative learning will eventually reduce their anxiety, particularly their speech anxiety (Nagahashi, 2007). Furthermore, group work activities which include students of mixed abilities will also enable students to learn from each other and share the experience in learning something new. In a way sharing with peers could help to reduce student's worries and eventually minimize their anxiety level (Horwitz, 1999).

The causes and effects of Foreign Language Anxiety (FLA) are complex and continue in the process of learning a foreign language. Problems related to FLA may not disappear suddenly. Further research can be done using different variables with different methods, such as mixed methods or action research. Researchers not only see from the perspective of the learners themselves, but researchers can make observations on the real interaction that occurs between students, teachers, and the classroom environment.

Acknowledgements

References

Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreignlanguage anxiety: The case of students of Japanese. *The Modern LanguageJournal, 78*, 155-168.

Ai-Fen, Tsai., Ai-Ling, Tsai. (2013). The Anxiety of Taiwanese College Students in LearningJapanese— Using the Comparison Between General Universities and Vocational Universities as an Example. 德明學報第三十七卷第一期民國 102 年 6 月 pp.129-152.

Arnold, Jane. (2005). *Affect in Language Learning.*New York : Cambridge University Press.

Ary, Donald.et al. 2010.*Introduction to Research in Education*. USA: Thomson.

Brown, H. Douglas.2000. *Principles of Language Learning and Teaching.*New York: Pearson Education Company.

Cao, Yuan. (2011). Comparison of Two Models of Foreign Language ClassroomAnxiety Scale.*Philippine ESL Journal, Vol. 7,De La Salle University, Manila, Philippines.*

Casado M A, and M I Dereshewsky. Effects of Educational Strategies on Anxiety in the Second Language Classroom: AnExploratory Comparative Study between U.S. and Spanish First-Semester University Students. *College Students Journal* 2004.Vol.18,pp.311-315.

Creswell, John. (2015). RisetPendidikan: *Perencanaan, Pelaksanaan, dan Evaluasi Riset Kualitatif & Kuantitatif.* Yogyakarta: Pustaka Pelajar.

Danasasmita, Wawan. (2009) *Perkembangan Pendidikan Bahasa Jepang di Indonesia*: Makalah pada Seminar Linguistik dan Pemerolehan Bahasa. Bandung:UPI.

Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. New Jersey: Lawrence.

Ganschow, Leonore ., Sparks, Richard L., Anderson, Reed ., Javorshy, James ., Skinner, SueSkinner.,& Patton, Jon. (1994). Differences in Language Performance among High-, Average-, and Low-Anxious

CollegeForeign Language Learners.*The Modern Language Journal*, 78, (1), 41-55.

He, Deyuan. (2018). *Foreign Language Learning Anxiety in China: Theories and Applications in English Language Teaching*. Springer Nature: Singapore.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986).Foreign language classroom anxiety.*The Modern Language Journal, 70* (2), 125-132.

Horwitz, E. K. (2001). Language Anxiety and Achievement.*Annual Review of Applied Linguistics,* 21, 112-126.

Japan Foundation. (2017).*Survey ReportOn Japanese-Language Education Abroad 2015. T*okyo: The Japan Foundation. Retrieved January 5, 2018, from https://www.jpf.go.jp/e/project/japanese/survey/result/

Kamiya, K.S. (1994). Teaching Japanese: Consideration of Learners' Affective Variables. *Theory Into Practice, Vol. 33, No. 1, Teaching "Critical" Languages*,pp. 29-33.

Kitano, K. (2001). Anxiety in the college Japanese language classroom.*The ModernLanguage Journal, 85*, 549-566.

Krashen, Stephen.D. (2009) .*Principles and Practice in Second Language Acquisition*. University of Southern California: Pergamon Press Inc.

Machida, Tomohisa. (2010). Foreign Language Anxiety among Intermediate-level University Students of Japanese . University of Illinois at Urbana. *Proceedings of the 22nd Annual Conference of the Central Association of Teachers of Japanese, pp. 62-75.*

MacIntyre, P.D. (1995). How does anxiety affect second language learning? A replyto Sparks and Ganschow.*The Modern Language Journal, 79*, 90-99.

M.K. Musa., M.Z.Hashim., S.Muhamad&R.Mohamed. (2013). Language Learning Anxiety: Malay Undergraduates Learning Japanese. *2nd UPALS International Conference on Languages.*

Nagahashi, T.L. (2007). Techniques for reducing foreign language anxiety: result of successful intervension study. *Bulletin of the Centre for Educational and Practice, 29.*Akita University.

Paee, Rokiah.,Misieng, Jecky. (2012). Foreign Language Classroom Anxiety Scale: A Comparison of Three

Models. *Dai 9 ka Malaysia NihongoKyoikuHappyokai : Oral Presentation.*

Pappamihiel, N. Eleni. (2002). English as a Second Language Students and English Language Anxiety: Issues in theMainstream Classroom. *Research in the Teaching of English*, Vol. 36, No. 3, pp. 327-355.

Rodríguez, M., & Abreu, O. (2003).The stability of general foreign languageclassroom anxiety across English and French.*The Modern Language Journal,87*, 365-374.

Saito, Y., Garza, T.J., &Horwitz, E.K. (1999).Foreign language reading anxiety. *Modern Language Journal, 83*, 202-218.

Samimy, K. (1996). Foreign language anxiety and languagePerformance: A study of learner anxiety in beginning, intermediate, andadvanced-level college students of Japanese. *Foreign Language Annals, 29* (2),239-251.

Tremblay, P.F., & Gardner, R.C. (1995). Expanding the motivation construct inlanguage learning. *The Modern Language Journal, 79* (4), 505-518.

Troike, M. Saville. (2006). *Introducing Second Language Acquisition.* New York: Cambridge University Press.

Yoshida, K. (2010). Coping with anxiety in the foreign language classroom: Japanesestudents on study-abroad language courses in the UK.*The Journal of Languageand Culture, 14,* 59-80.

Young, D.J. (1991). Creating a low-anxiety classroom environment: What doeslanguage anxiety research suggest?*The Modern Language Journal, 75* (4),426-439.