Correlation Between Self-Concept and Anxiety of Communicative Competence in English Foreign Language Learner

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ABSTRACT

Common problem in this research is to find 1) Whether any correlation between Self-Concept and Anxiety toward communicative competence or not?, 2) How high a level of positive self-concept and anxiety does the student have? The subjects of this study were students of Muhammadiyah Sidenreng Rappang University, Consisting of 21 Students as samples from fourth semester of English department. The approach used in this reaserch is quantitative by using correlation method. Data collection techniques used are questionnaire, interview and vocabullary test. Based on questionnaire and interviews with case subjects concluded that the identification of student problems are as follows: 1) There are correlation between self-concept and anxiety toward communicative competence, 2) Researcher find that student had high anxiety and mildly positive Self-concept.

Keywords : Foreign language learner, anxiety, self-concept.

INTRODUCTION

Anxiety is feeling uncomfortable about an upcoming situation. Anxiety is almost similar to feeling fear, except that fear refers to a clear subject and object, whereas anxiety arises by irrational imaginative predictions. This neurotic helplessness and feeling of discomfort can take the form of tension, such as racing heart, sweating, and often difficulty breathing. There are three groupings of anxiety according to Gail W. Stuart (cited in Dona & Ifdil, 2016), namely: 1) Behavioral response, 2) Cognitive, 3) and affective. The types of anxiety according to Spilberger (cited in Dona & Ifdil, 2016), namely: Trait anxiety and State Anxiety, of course all non-native speaker often felt anxiety when speaking English as foreign language. Some of the reasons for this anxiety include Pronunciation, grammar, vocabullary, and feeling inferior to other who excel in English, by this reason most English foreign language students become stuttering, nervous, and even their mind went blank everytime they facing English.

The ideal self-concept is a person's description of apperance and personality that is desired. A healty self-concept is a description of the self that is ini accordance with the reality itself (real self) but if the image of the ideal self-concepat is not in accordance with reality, there will be gaps. This gaps will cause a feeling of discomfort in a person. The Bigger the gap, the greater discomfort that will be caused (Susana cited in Widiarti 2017).

Both anxiety and self-concept have an influence on students' communication, especially those related to communication competence, for example English students at Muhammadiyah University Sidenreng Rappang before making a presentation, they feel nervous and anxious so they don't believe himself against his presentation later. This general observation is often found among final students who will conduct their final project seminars. Facing this anxiety,

of course there are solutions that can be done by students to overcome them, one of the solution is to prepare mentally and physically well before the presentation begins.

1. Anxiety

Anxiety is a kind of abstract feeling that is associated with apprehension or worry occurs when someone faces an awful situation or even threatening situation. Because this feeling is kind of abstract so it cannot be explained as simple in a sentence. The people who feel anxious will think negative result more often than the positive one. However, anxiety is a normal emotion because it is the reaction of the brain to stress and warning people of the possibility of danger ahead.

Schovel defined anxiety as a Psychological construct, generally depicted by a spycologist as a state of apprehension, a vague fear that is the only roundabout related to an object. In conclusion, students who feel anxious in their foreign language learning may findless enjoyable. From a review of literature can be seen that students will lose thir performance, and fear of negative suggestions to their action.

2. Type of Anxiety

Brown (2000) stated in the both of the principle of language Learning and Teaching, there are two types of anxiety, trait anxiety, and state anxiety, but several researchers have adopted the situation specific anxiety as an alternative to state anxiety concept.

Trait anxiety is inherent, usually long-term stable personality characteristic, and it is described by schovel (1978) as "a more permanent predisposition to be anxious", thus people are more anxious in many cases or situation in general conditions provoke anxiety has been proven to impair cognitive function, to disturb memory, to lead escape from activities, and many other.

The second types of anxiety are state anxiety that refers to transient anxiety caused by a specific temporary situation. This means people will feel anxious about some particular event or case as a response to it and caused anxiety, such as an important interview or a test. The anxiety will reduce or even fade if the threatening situation disappears (Abrar, 2017).

The third type of anxiety are situation specific anxiety. Situation specific anxiety is seen as the form of stte anxiety which is limited to a given context, for instance, some people are investigated to see their anxiety reactions in a well-defined situation, such as performing in public, answering the test, speaking in spanish, or participating in English class.

3. Anxiety Sympton

Bevaioral symptoms happen when someone frequently avoids several places or activities that they considered cause anxiety. This type of symptoms can be ovrt, such as refusing to do the anxiety. This type of symptoms can be overt, such as refusing to do the activity or even drinking or taking drugs to deal with anxiety. Cognitive symptoms are the mind that is associated with anxiety. The characteristic of this type of anxiety is different according to how someone interprets the condition. When we are anxious, we may think that our abolity is too low to deal with the situation, worried about what will happen in the future, even pondering about the past (Orsillo, 2016) these conditions may cause the inability to control mind or concentrate. When we are worried too much, we must be overthinking about what will happen which may turn into the wors moment because we cannot focus on what should we do Bevaioral symptoms happen when someone frequently avoids several places or activities that they considered cause anxiety. This type of symptoms can be ovrt, such as refusing to do the anxiety. This type of symptoms can be overt, such as refusing to do the activity or even drinking or taking drugs to deal with anxiety. Cognitive symptoms are the mind that is associated with anxiety. The characteristic of this type of anxiety is different according to how someone interprets the condition. When we are anxious, we may think that our abolity is too low to deal with the situation, worried about what will happen in the future, even pondering about the past (Orsillo, 2016) these conditions may cause the inability to control mind or

concentrate. When we are worried too much, we must be overthinking about what will happen which may turn into the wors moment because we cannot focus on what should we do. However, anxiety symptoms vary in different conditions and different people. Not everyone has the same sensitivity of anxiety symptoms.

4. Measuring Anxiety

4.1 Trait and State Anxiety Scale

The scale to measure trait and state anxiety is grouped to see the better distinction with the specific situation anxiety. For trait and state anxiety, the scale that is generally used extensively in various contexts with a meaningful result. Another commonly used scale for trait and state anxiety is MAS (the Manifest Anxiety Scale (Peter D. McIntyre, 1995)

4.2 Situation Specific anxiety Scale

The French Class Anxiety Scale which was found on a study of Gardner and Smythe in 1976 is seems as first anxiety scale that focused on second language learning and followed by the develompent of tapping English use anxiety (Clement, Gardner, and Smythe 1975) and English Test Anxiety. More recently, Gardner has developed 33 item measure which called foreign language classroom anxiety scale (FLCAS). FLCAS analyzed the potential source of anxiety, communication apprehension, test anxiety, and fear of negative anxiet. For this study, the writer used foreign language Speaking Anxiety that was developed by Horwitz et.al by choosing several items from 33 items which focused on speaking aspect.

5. Self-Concept

From Bakhtiarvand (2013), there is an important theory related to self-concept that is the self-categorization theory (SCT), which states that the self-concept consists of at least two "levels," a personal identity and a social identity. In other words, one's self-evaluation relies on both one's self-perceptions and how one fits in socially.

Self-concept is a character that is formed and exists within oneself and develop time to time, so that it reflects how personality traits exist within oneself, thus reflecting how self-personality traits will affect the environment, both the school family environment and community environment. Self-concept is not a factor that is brought from birth, but self-concept is formed through a learning process that takes place from growth to adulthood.

6. Types of Self Concept

In one of the books on self-concept by Leary and Tangley (2012) they are put forward a theory of self-concept which is divided into three parts, namely:
a. Self and Identity Are Mental Concept
b. Self and Identity Are Social Products
c. Self and Identity Are Forces for Action

7. Communication Competence

Communication Competence is one of those terms which is so familiar that we no longer consider what it really means. Communicative competence, we rattle off in teacher training courses or to interested outsiders, is our ability to use language in interaction to understand messages and make ourselves understood in turn.

The seminal text by Hymes opposing communicative competence to Chomsky's linguistic competence, and also responding of necessity to the latter's competence-performance distinction (more on that here).
a. Whether (and to what degree) something is formally possible.
b. Whether (and to what degree) something is feasible in virtue of the means of implementation available.

c. Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated; Whether (and to what degree) something is in fact done, actually performed and what its doing entails.(Hymes, 1972)

METHODS

1. Research Design

In this study, researchers will use a Quantitative research. Quantitative research is characterized by deductive approaches to the research process aimed at proving, diproving, or lending credence to existing theories. This type of research involves measuring variables in order to reveal patterns, correlations, or causal relationships (Leavy, 2017). According to Creswell in this scenario, the researcher test a theory by specifying narrow hypotheses and the collection of data to support or refuse the hypotheses (Creswell, 2018).

2. Variable of the Research

A variable refers to a characteristic or attribute of an individual or a group that can be measures or observed. Variable is a property whereby the members of a set or group differ from one another (Richards & Schmidt, 2010). In this research there are two kinds of Variables, independent variable and dependent variable. Dependent variables in this research are Anxiety (X1) and Self Concept (X2). While the dependent variable is Communicative achievment (Y).

3. Procedure of collecting data

Data collection is a systematic process of gathering observations or measurements (Bhandari, 2020) it isused by researchers to make their work easier and the result are better, in the sense of being more accurate, complete and systematic, making it easier to process.

3.1 Questionnaire

Must be done or answered by the the target of the questionnaire will used to collect data about anxiety and self concept. It is a set of questions on topic or group of topics designed to be answered by a respondent. Other froms for questionnaires include check list and rating scales. (Richards & Schmidt, 2010). In this kind of questionnaire, researcher will use closed-ended questions to ask participants and rate their Anxiety and self-concept scales from 0-4 (Very Disagree, Disagree, Agree, very Agree) then researcher will put the data into a table of research instrument. The questionnaire distributes to the students to know students' level of Anxiety and Self-concept in learning English as foreign language.

3.2 Interview

Interview is a list of topics used by an interviewer during an interview. An interview guide helps the interviewer make sure that the important topics have been covered during the interview. (Richards & Schmidt, 2010). This is the researcher uses the interview test as an instrument that tests the students' communicative competence

4. Technique of Data Analysis

Data analysis is the process of selecting, simplifying, focusing, abstracting, oragnizing data systematically and rational in accordance with the objectives of the study, as well as describing the data research by using tables as a tool for an easy way to interpret. In analyzing the data, the researcher was collected after giving instruments through the data analysis, the qualitative analysis employed statistical calculation to test the hypothesis.

RESULTS AND DISCUSSION

1.   Variable of Students Self-Concept (X1)

The Students self-concept data was obtained from a questionnaire consisting 30 questions and was filled by 21 students. Based on research data processed using SPSS and Google Form, the students self-concept variable has a Maximum score of 119, a minimum score of 94, a mean of 66.5714, a media (Me) of 110.0000, and a standard deviation of 7.23813. The obtained data result can be seen on the table below:

TABLE 1/ Frequency of Students Self-Concept (X1)

	Stu.Self-Concept	
N	Valid	21
	Missing	0
	Mean	108.7619
	Median	110.0000
	Std. Deviation	7.23813
	Minimum	94.00
	Maximum	119.00
	Sum	2284.00

2.   Variable of Students Anxiety (X2)

The students anxiety variable data was obtained from a questionnaire data consisting of 30 questions and filled out by the students totalling 21 people. Based on research data processed using the help of the SPSS version 21.0 and Google Form, the students' anxiety variable has a Maximum score of 113, a minimum score of 84, a mean of 100.7619, median (Me) of 103, and standard deviation of 9.07141. The result can be seen on the table below :

TABLE 2/ Frequency of Students Anxiety (X2)

	Stu.Anxiety	
N	Valid	21
	Missing	0
	Mean	100.7619
	Median	103.0000
	Std. Deviation	9.07141
	Minimum	84.00
	Maximum	113.00
	Sum	2116.00

3.   Variable of Students Communication Competence (Y)

The Students communication competence in this case vocabullary test was obtained questionnaire data consisting of 30 questions and filled in by 21 students. Based on the research data processed using SPSS and Google Form, the Students communication competence variable has a maximum score of 73.00, a Minimum of 24.00, a Mean of 47.7143, a Median (Me) of 47.00, and a standard deviation of 1.58244. and obtained the frequency distribution table of Students Communication Competence (Y) as follows:

TABLE 3/Students Communication Competence (Y)

Statistics	
Comm.Competence	
Mean	47.7143
Median	47.0000
Mode	37.00[a]
Std. Deviation	1.582451
Minimum	24.00

Maximum	73.00
Sum	1002.00

3.1. First Hypothesis testing

The first hypothesis to tested in this study is "There is a positive and significant influence of Students' self-concept toward communicative Competence.". the test uses a simple regression analysis. Based on research data obtained using SPSS version 21.0, a summary of the results of analysis X1 toward Y as follows:

TABLE 4/ Table of the analysis results in simple regression X1 and Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.089ᵃ	.008	-.044	16.17134	.008	.151	1	19	.702

a. Predictors: (Constant), Stu.Self-Concept

It can be seen from the table above that, the relationship between students' anxiety toward communicative competence by the calculation of the correlation coefficient is 0.089. This means that the correlation between variable X1 and variable Y according to the level of interpretation of correlation, is very low. The simultaneous contribution of anxiety variables to communicative competence is 8%, while 92% is determined by other variables. Then, based on the table above, the $r \neq 0$ then the decision is H_0 is rejected and H_a is accepted. In other hand, it means that students' self-concept has a positive and significant correlation with communicative competence.

2. Second hypothesis testing

The Second hypothesis to tested in this study is "There is a positive and significant influence of Students' Anxiety on communicative Competence.". the test uses a simple regression analysis. Based on research data obtained using SPSS version 21.0, a summary of the results of analysis X2 toward Y as follows:

TABLE 5/ The analysis results in simple regression X2 and Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.200ᵃ	.040	-.011	15.90828	.040	.790	1	19	.385

a. Predictors: (Constant), Stu.Anxiety

It can be seen from the table above that, the relationship between students' anxiety toward

communicative competence by the calculation of the correlation coefficient is 0.200. This means that the correlation between variable X2 and variable Y according to the level of interpretation of correlation, is very low. The simultaneous contribution of anxiety variables to communicative competence is 4%, while 96% is determined by other variables. Then, based on the table above, the r ≠ 0 then the decision is H0 is rejected and Ha is accepted. In other hand, it means that students' anxiety has a positive and significant correlation with communicative competence.

3. The third hypothesis testing

The third hypothesis that will be tested in this study is "There is a positive and significant influence of Anxiety and Self-concept toward Communicative Competence in English Foreign Language learner". The test uses a simple regression analysis. Based on research data obtained using SPSS version 21.0, and a summary of the results of analysis X1 and X2 toward Y as follows:

TABLE 6/ The analysis results in simple regression X1, X2, and Y

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
					R Square Change	F Change	df1	df2	Sig. F Change
1	.207[a]	.043	-.063	16.31853	.043	.404	2	18	.674

a. Predictors: (Constant), Stu.Anxiety, Stu.Self-Concept

The result of the questionnaire show that 9 of 21 students have high anxiety. It indicates most of the students have high anxiety level and the result of Self-concept questionnaire show that 12 of 21 students have medium self-concept. While the result of the students' Communicative competence in vocabullary test shows the average mean is 47.7143 which indicates most of the students get a low score. After collect data and by using spss version 20.0 the results was 0.613 with N sig= 0.014, where significance is < 0.05. as a result, the null hypothesis is rejected and the alternative hypothesis is accepted because there is a significant correlation between independet variables (X1,X2) toward dependent variable (Y). In similar research of Ana Fergina (2010)in her research, stated that students' anxiety had a significant effect on learning English achievement. Some students are more anxious in speaking than using other language skills, however this anxiety does not always associate with low achievment in language learning, rather it is because of factors that influence the learner's behaviour, it can helps students improve their English skill with study more and be aware to any fault in tranlating English as foreign language.

Other research by Ernawati (2015) about "Pengaruh Konsep Diri Terhadap Pemecahan Masalah Bagi Siswa Kelas X SMA Negeri Jakarta Timur" concluded that there is a positive relationship between self-concept and problem solving. From the results of this research, it can be said that students who have a high self-concept can solve problems more quickly. In this case, of Muhammadiyah University students, students who have a good self-concept are able to control their anxiety so that it has a positive effect on the results of the vocabullary test.

CONCLUSION

Based from the result of data analysis and the discussion above the effect of anxiety and self concept towards English Foreign Language learner, researcher has concluded as following:

1. The positive effect of students' anxiety on students Communicative competence achievment be proven by the coefficient of determination. This proves that good Anxiety will effect Students' Communicative competence.
2. The positive influence between Students' self-concept on students' communicative competence be proven by the coefficient of determination. This proves that good self-concept can affect communicative competence.

3. The positive inluence of anxiety and self-concept on students' communicative competence can be proven by a coefficient of 0.207 determination. It shows that anxiety and self-concept both had low correlation.

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