

## Relationship between Negative Mindset and English-Speaking Anxiety in English Students

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**Abstract.** The ability to speak English is the main priority of many languages being studied, inadequate mastery of English is often a source of anxiety experienced by students. English anxiety is anxiety that arises as perceptions, beliefs, feelings, and attitudes that arise in individuals in learning and using English. English anxiety is a result of affective factors that arise due to several things: lack of knowledge of English, lack of preparation, fear of making mistakes, and difficulty understanding instructions from the teacher. The hypothesis in this study is that there is a relationship between negative thought patterns and English speaking anxiety in students majoring in English at UNWIRA Kupang. Participants in this study were students majoring in English with a total of 130 respondents. The analysis in this study uses correlational analysis. The results of the analysis show that there is a correlation coefficient between negative thinking patterns and English-speaking anxiety of 0.434 with a significant value of  $0.000 < 0.05$ .

**Keywords:** *Negative Thinking, English-speaking Anxiety*

**Abstrak.** Kemampuan berbicara bahasa Inggris menjadi prioritas utama dari banyak bahasa yang dipelajari, penguasaan bahasa Inggris yang kurang memadai sering kali menjadi sumber kecemasan yang di alami oleh pelajar. Kecemasan bahasa Inggris adalah kecemasan yang timbul sebagai persepsi, keyakinan, perasaan dan sikap yang timbul dalam diri individu dalam pembelajaran dan penggunaan bahasa Inggris. Kecemasan bahasa Inggris sebagai salah satu hasil dari faktor afektif yang muncul karena beberapa hal: kurangnya pengetahuan mengenai bahasa Inggris, kurangnya persiapan, takut membuat kesalahan dan kesulitan untuk memahami instruksi dari pengajar. Hipotesis dalam penelitian ini adanya hubungan antara pola pikir negatif dengan kecemasan berbicara bahasa Inggris pada mahasiswa jurusan Bahasa Inggris di UNWIRA Kupang. Partisipan dalam penelitian ini merupakan mahasiswa jurusan Bahasa Inggris yang berjumlah 130 responden. Analisis dalam penelitian ini menggunakan analisis korelasional. Hasil analisis terdapat koefisien korelasi antara variabel pola pikir negatif dengan kecemasan berbicara bahasa Inggris sebesar 0,434 dengan nilai signifikan sebesar  $0,000 < 0,05$

**Kata Kunci:** *Berpikir Negatif, Kecemasan Berbahasa Inggris*

Article history:

Received 11 January 2022

Received in revised form 8 February 2022

Accepted 9 February 2022

Available online 23 June 2022

### **Introduction**

Everyone has different public speaking abilities. Speaking English in public for some people is not an easy thing to do. The use of English in everyday life is still a problem for many people. Speaking in English in public, especially in front of native speakers, often creates anxiety (Ningsih, 2017). Inadequate mastery of English is often a source of anxiety experienced.

English anxiety is anxiety that arises as perceptions, beliefs, feelings, and attitudes that arise in individuals in learning and using English (Horwitz, 2016). English anxiety is a result of affective factors that arise due to several things such as lack of knowledge, preparation, fear of making mistakes, and difficulty understanding instructions from lecturers (Syahfutra and Wibowo, 2019).

Several previous studies found that there was a lack of performance in English. Research conducted by Anggraeny, Said, and Febriani (2020) shows that students have difficulty improving their English speaking skills. Difficulties in learning to speak English students are characterized by lack of vocabulary, fear of grammatical errors, and pronunciation. These difficulties can cause anxiety when speaking in public (Anggraeny, Said, & Febriani, 2020). Research conducted by Pratiwi, Mirizon & Zuraida (2017) showed that most (52%) third-semester students of the Sriwijaya University English Education study program had a moderate level of English speaking anxiety. Anxiety experienced by students is influenced by the factor of not having skills in providing topics to be discussed.

English anxiety is influenced by several factors, namely sociodemographic factors, situational factors, teacher characteristics factors, and psychological factors (Hidayati, 2018). Sociodemographic factors that influence foreign language anxiety include age, gender, academic achievement, experience abroad, and multilingualism. Situational factors are related to class situations and social situations. The characteristic factor of the teacher is related to the attitude or character of a teacher. Psychological factors include self-esteem, self-confidence, and self-perception (Hidayati, 2018).

Factors of negative self-perception include views of oneself and perceptions of other people's judgments. The mindset or mindset is the self-perception or self-theory that a

person believes about himself (Dweck, 2006). Negative thought patterns generally come from our self-perception. Negative thought patterns are thoughts that appear instantly and are used immediately without thinking again rationally which results in perceptions and loss of confidence in one's abilities (Hollon and Kendall, 1980). Negative thought patterns greatly affect anxiety, this is supported by the results of interviews with lecturers majoring in English at Widya Mandira Catholic University Kupang that students experiencing anxiety are influenced by several factors, one of which is negative thinking factors such as fear of making mistakes or mistakes and fear of being evaluated. . Other factors that influence negative thinking patterns are history factors, weak desires, not having clear goals, negative routines.

This can also be explained in previous research on negative thinking patterns. Research conducted by Sulastiani (2020) shows that students have negative perceptions of psychological problems in the form of fear and anxiety of public speaking. The fear and anxiety of speaking English in front of the class are faced by students even though they have experience in public speaking. Research conducted by Szyszka (2008) shows that students give negative perceptions of their English pronunciation and compare their pronunciation with other students, teachers, and, native speakers.

Researchers have conducted interviews with 12 students majoring in English at Widya Mandira Catholic University Kupang. The results of the interview showed that 8 students said they felt anxious because they were not confident, afraid of making mistakes, or afraid of being evaluated, while 4 students said they were anxious because of the lack of vocabulary, had not mastered grammar as a whole and were still hesitant in articulating complete words. The results of the interview show that there is a fear of people's negative evaluations when they use English. Other factors that affect the anxiety of speaking English are, not knowing about what will be said or delivered, fear of negative judgment from the audience, fear of ridicule, and fear of making mistakes (Asrida, 2017).

The anxiety experienced by students majoring in English at the Catholic University of Widya Mandira Kupang made researchers interested in proposing research

entitled "The Relationship of Negative Thinking Patterns with Anxiety Speaking English in Students of the English Department at Widya Mandira Catholic University Kupang".

### **Method**

The participants in this study were students majoring in English at UNWIRA Kupang covering semesters I, III, V, VII, and IX. The number of participants who took part in this study was 130 students. This research uses quantitative research. The type of research used is correlational research. A negative mindset is an independent variable and English-speaking anxiety is the dependent variable.

This study uses a measuring instrument in the form of a scale, namely the Foreign Language Classroom Anxiety Scale (FLCAS), this scale has 33 items and the Automatic Thoughts Questionnaire (ATQ) scale, this scale has 30 items. Before the scale is distributed, it will go through a validity test which aims to find out whether all the items can produce correct and precise information/data about what will be studied and will go through the reliability test stage to test the consistency of the answers. Then share the scale with participants via social media. The scale describes the research and asks about participants' willingness to participate. The scale used is a Likert scale, namely a negative thought pattern and an anxiety scale in speaking English. The negative mindset scale has 5 answer choices, namely never, sometimes, quite often, often, and always. The English-speaking anxiety scale has 5 answer choices, namely strongly agree, agree, neutral, disagree, and strongly disagree. The analytical technique used in this research is a correlational test.

### **Results**

Table 1. *Distribution of Respondents by Age*

Age (Years)	Frequency	Percentage (%)
17-21	77	59.2%
22-26	48	37%
27-40	5	3.8%
Total	130	100%

Based on table 1, it is known that the respondents in the 17-21 year age group were 77 people (59.2%), the 22-26 year age group respondents were 48 people (37%) and the 27-40 year age group respondents were 5 people (3,8%).

Table 2. *Distribution of Respondents by Gender*

Gender	Frequency	Percentage (%)
Woman	96	74%
Man	34	26%
Total	130	100%

Based on table 2, it is known that there are 96 female respondents (74%) and 34 male respondents (26%).

Table 3. *Distribution of Respondents by Semester Level*

Semester	Frequency	Percentage (%)
I	43	33.0%
III	20	15.3%
V	25	19.2%
VII	28	21.5%
IX	14	11%
Total	130	100%

Based on table 3, it is known that the respondents with the first-semester level are 43 people (33.0%), the respondents with the third-semester level are 20 people (15.3%), and the respondents with the fifth-semester level are 25 people (19.2%), 28 respondents (21.5%) at the seventh-semester level and 14 respondents at the IX semester (11%).

Table 4. *Results of Negative Mindset Measurement*

Category	interval	Frequency	Percentage
Very low	30 – 54	47	36.2%
Low	55 – 79	45	34.6%
Currently	80 – 104	23	17.7%
Tall	105 – 129	11	8.5%
Very high	130 – 159	4	3.1%
Total		130	100%

Based on table 4, it is known that among 130 students majoring in English at the Catholic University of Widya Mandira Kupang studied, the level of negative thought patterns in the very low category was 47 people (36.2%), in the low category 45 people (34.6%). , in the medium category as many as 23 people (17.7%), in the high category as many as 11 people (8.5%) and the very high category as many as 4 people (3.1%). These results indicate that the category of negative thinking patterns of students majoring in

English at the Catholic University of Widya Mandira Kupang is in the very low category as many as 47 people (36.2%).

*Table 5. Results of Measurement of English Speaking Anxiety*

Category	interval	Frequency	Percentage
Very low	33 – 59	3	2.3%
Low	60 – 86	29	22.3%
Currently	87 – 113	57	43.8%
Tall	114 -140	38	29.2%
Very high	141 – 167	3	2.3%
Total		130	100%

Based on table 5, it is known that among 130 students majoring in English at the Widya Mandira Catholic University, Kupang, the level of anxiety in speaking English in the very low category was 3 people (2.3%), in the low category as many as 29 people (22.3%). , in the medium category as many as 57 people (43.8%), in the high category as many as 38 people (29.2%), and the very high category as many as 3 people (2,3). These results indicate that the category of English-speaking anxiety level for students majoring in English at Widya Mandira Catholic University Kupang is in the moderate category as many as 57 people (43.8%).

### **Assumption Test**

#### Normality test

The normality test is a test of the normality of the data distribution. The normality test aims to determine the data that has been collected is normally distributed or not. This test uses the Kolmogorov Smirnov test. The basis for decision-making in this normality test is if the value of t counts  $t \leq 0.05$  the data is normally distributed. On the other hand, if the t-count value is  $< 0.05$ , then the data is not normally distributed (periantalo, 2016).

Based on the results of the analysis, it is known that the probability value of the negative thought pattern variable is 0.280 because the probability of  $0.280 > 0.05$  means that the distribution of the negative thought pattern variable is normal and the probability value of the English-speaking anxiety variable is 0.178, because the probability  $0.178 > 0.05$  means the variable distribution English speaking anxiety is normal.

#### Linearity Tes.

The linearity test is used in this study to determine the linearity of the data, namely whether 2 variables have a linear relationship or not. 2 variables are said to have a linear relationship if the significance value is  $> 0.05$  (Purnomo, 2016).

Based on table 5, it is known that the results of the linearity test, namely the significance value of deviation from linearity of  $0.894 > 0.05$ , it can be concluded that there is a linear relationship between negative thinking patterns and English speaking anxiety in students majoring in English.

### **Hypothesis testing**

Hypothesis testing using correlational analysis. The analysis is used to decide whether the hypothesis is rejected or accepted and to determine the correlation coefficient.

The hypothesis in this study consists of 5 hypotheses, namely:

#### A. First hypothesis testing

*Table 6. Hypothesis testing 1*

		Negative mindset	English speaking anxiety
Negative mindset	Pearson Correlation	1	.434
	Sig. (2-tailed)		.000
	N	130	130
English speaking anxiety	Pearson Correlation	.434	1
	Sig. (2-tailed)	.000	
	N	130	130

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

Based on table 6, it is known that the correlation coefficient between the variables of negative thinking patterns and anxiety speaking English is 0.434 with a significant value of 0.000 which indicates the correlation of the two variables is significant because  $0.000 < 0.05$ . So it can be concluded that there is a positive relationship between negative thought patterns and anxiety in speaking English in students majoring in English at Widya Mandira Catholic University Kupang.

B. Second hypothesis testing

Table 7. *Test hypothesis 2*

		Personal adjustment and desire for change	English speaking anxiety
Personal adjustment and desire for change	Pearson Correlation	1	.412
	Sig. (2-tailed)		.000
	N	130	130
English speaking anxiety	Pearson Correlation	.412	1
	Sig. (2-tailed)	.000	
	N	130	130

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

Based on table 7, it is known that the correlation coefficient between personal adjustment and desire for change is 0.412 with a significant value of 0.000 which indicates the correlation between the two is significant because  $0.000 < 0.05$ . So it can be concluded that there is a positive relationship between personal adjustment and desire for change with English speaking anxiety in students majoring in English at Widya Mandira Catholic University Kupang.

C. Third hypothesis testing

Table 8. *Hypothesis testing 3*

		Negative self-concept and negative expectations	English speaking anxiety
Negative self-concept and negative expectations	Pearson Correlation	1	.379
	Sig. (2-tailed)		.000
	N	130	130
English speaking anxiety	Pearson Correlation	.379	1
	Sig. (2-tailed)	.000	
	N	130	130

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

Based on table 8, it is known that the correlation coefficient between negative self-concept and negative expectations with English-speaking anxiety is 0.379 with a significant value of 0.000 which indicates that the correlation between the two is significant because  $0.000 < 0.05$ . So it can be concluded that there is a positive relationship between negative self-



concept and negative expectations with English speaking anxiety in students majoring in English at Widya Mandira Catholic University Kupang.

D. Fourth hypothesis testing

Table 9. *Test the hypothesis 4*

		Low self-esteem	English speaking anxiety
Low self-esteem	Pearson Correlation	1	.372
	Sig. (2-tailed)		.000
	N	130	130
Anxiety speaking English	Pearson Correlation	.372	1
	Sig. (2-tailed)	.000	
	N	130	130

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

Based on table 9, it is known that the correlation coefficient between low self-esteem and English-speaking anxiety is 0.372 with a significant value of 0.000 which indicates the correlation between the two is significant because  $0.000 < 0.05$ . So it can be concluded that there is a positive relationship between low self-esteem and anxiety in speaking English in students majoring in English at the Catholic University of Widya Mandira Kupang.

E. Hypothesis testing 5

Table 10. *Test the hypothesis 5*

		Give up and helpless	English speaking anxiety
Give up and helpless	Pearson Correlation	1	.396
	Sig. (2-tailed)		.000
	N	130	130
English speaking anxiety	Pearson Correlation	.396	1
	Sig. (2-tailed)	.000	
	N	130	130

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

Based on table 10, it is known that the correlation coefficient between giving up and being helpless with English-speaking anxiety is 0.396 with a significance value of 0.000 which shows the correlation between the two is significant because  $0.000 < 0.05$ . So it can be concluded that there is a positive relationship between giving up and being helpless with

anxieties about speaking English in students majoring in English at Widya Mandira Catholic University Kupang.

### **Discussion**

In general, this study aims to determine the relationship between negative thought patterns and anxiety in speaking English in students majoring in English at Widya Mandira Catholic University, Kupang. English at Widya Mandira Catholic University Kupang, to determine the relationship between negative self-concept and negative expectations with English speaking anxiety in students majoring in English at Widya Mandira Catholic University Kupang, to determine the relationship between low self-esteem and anxiety speaking English in students majoring in English. English at Widya Mandira Catholic University Kupang, and to find out the relationship between giving up and being helpless with English speaking anxiety in students majoring in English at Widya Mandira Catholic University Kupang.

Before testing the hypothesis, the researcher first conducted a prerequisite test consisting of a normality test. The normality test aims to see whether the variables are normally distributed or not. The results of the normality test obtained the value of sig. =  $0.280 > 0.05$  and  $0.178 > 0.05$ . From the results of this analysis, it can be concluded that the data is normally distributed because the sig value is  $> 0.05$ . The results of the data analysis in the study above show that negative thought patterns have a significant relationship with English speaking anxiety in students majoring in English at Widya Mandira Catholic University Kupang. The results of the calculation of the correlation coefficient of 0.434 mean the closeness of the relationship is in the medium category and has a positive direction and the correlation of the two variables is significant because the significant value is  $0.000 < 0.05$ .

The second hypothesis is to determine the relationship between perceptions of personal adjustment and desire for change with English-speaking anxiety. Based on the results of the data analysis, the correlation coefficient is 0.412 with a significance value of  $0.000 < 0.05$  which indicates that the relationship is positive. Based on the results of the research and the results of the data analysis above using the Pearson correlation technique, it

shows that the hypothesis is accepted so that “there is a positive and significant relationship between perceptions of personal adjustment and desire for change and anxiety speaking English. This is supported by research by Anggraeny, et al (2020) regarding EFL students' perceptions of English speaking anxiety, which found that students experiencing anxiety were influenced by the difficulty of understanding English speaking skills,

The third hypothesis is to determine the relationship between negative self-concept and negative expectations with English speaking anxiety. based on the results of the data analysis, the correlation coefficient is 0.379 with a significant value of 0.000 <0.05 which indicates that there is a positive relationship. Based on the results of the research and data analysis above, it shows that the hypothesis is accepted so that “there is a positive and significant relationship between negative self-concept and negative expectations with anxiety speaking English. This is also supported by research by Szyszka (2008) which found that students gave negative perceptions of their English pronunciation and compared their pronunciation with other students, teachers, and native speakers.

The fourth hypothesis is to determine the relationship between low self-esteem and anxiety while speaking English. Based on the results of the data analysis, the correlation coefficient is 0.372 with a significance value of 0.000 <0.05 which indicates that there is a positive relationship. Based on the results of the research and the results of the data analysis above, it shows that the hypothesis is accepted so that "there is a positive and significant relationship between low self-esteem and anxiety speaking English. This is also supported by the results of research by Basri (2019) which found factors that cause students' anxiety when speaking English are influenced by lack of confidence and fear of making mistakes.

The fifth hypothesis is to find out the relationship between giving up and being helpless with English-speaking anxiety. Based on the results of the data analysis, the correlation coefficient is 0.396 with a significance value of 0.000 <0.05 which indicates that there is a positive relationship. Based on the results of the research and the results of the data analysis above, it shows that the hypothesis is accepted so that "there is a positive and significant relationship between giving up and being helpless with anxiety speaking English.

Based on the correlation coefficient and significance value described above, it can be concluded that the variables of negative thought patterns and English speaking anxiety among students majoring in English at Widya Mandira Catholic University Kupang have a significant relationship. These results are in line with the theory that supports this study that English-speaking anxiety is caused by psychological factors such as self-perception, self-esteem, and self-confidence (Hidayati, 2018).

### **Conclusion**

In this study, it can be concluded that there is a positive and significant relationship between negative thinking patterns and anxiety in speaking English in students majoring in English at the Catholic University of Widya Mandira Kupang, which is shown from the analysis results that there is a coefficient of 0.434 with a significant level of 0.000. So H1 is accepted, which means that there is a relationship between negative thought patterns and anxiety in speaking English in students majoring in English at the Catholic University of Widya Mandira Kupang.

### *Suggestion*

Students majoring in English at the Catholic University of Widya Mandira Kupang Based on the results of the study showing that there is a relationship between negative thought patterns and anxiety speaking English in students majoring in English at the Catholic University of Widya Mandira Kupang, it is expected that students reduce their negative thought patterns when speaking English. Lecturers majoring in English at the Widya Mandira Catholic University Kupang must pay attention to students to be able to reduce negative thought patterns and anxiety in speaking English to students, for example by providing positive input to students and creating a comfortable atmosphere in the classroom.

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