



The Relationship between Anxiety and Self-Confidence in English Language Learning

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0828576277599

ARTICLE INFO

e-ISSN: 2502-6909

p-ISSN: 2502-9207

Vol. 7, No. 1, June 2022

URL:

<http://dx.doi.org/10.31327/jee.v7i1.1642>

Abstract

Anxiety is a condition or disorder in which the sufferer experiences excessive anxiety, which manifests as a racing heart, cold sweats, trembling, and shortness of breath. Students experience a great deal of anxiety while learning English, frequently misinterpreted as lacking self-confidence. According to some studies, a person's anxiety level affects their level of self-confidence. This study attempts to find the relationship between anxiety, and student self-confidence identifies the types of anxiety students experience and finds appropriate solutions to most students' experiences. The researchers used quantitative methods. The researchers collected the data from college students related to anxiety and their self-confidence in learning English through Google form. There are several steps taken by researchers in processing the data, (1) Processing the data using SPSS; (2) Identifying students' anxiety in learning a language; (3) Concluding the analysis; and (4) Developing the solution. This study reveals that the relationship between anxiety and self-confidence was relatively weak, and anxiety does not always affect a person's level of self-confidence. Therefore, it can be concluded that each individual has a certain level and response to reduce anxiety in themselves.

Keywords: anxiety, English learning, relation, self-confidence

A. Introduction

English is an international language used and has become the second language worldwide. That is why it has become the lingua franca. In communication terms, people use English to communicate with others from different regions, and in Indonesia, we learn about English as a foreign language (EFL). The students often feel anxious and insecure about their abilities during the learning process.

The American Psychological Association accredits anxiety like nervousness, worried thoughts, and physiological problems such as high blood pressure. Recurring intrusive thoughts or worries distinguish anxiety disorders. Because they are concerned, they may avoid certain situations. Sweating, trembling, dizziness, or a rapid heartbeat are possible physical symptoms (Association, 2021). However, it was not always bad. Sometimes, anxiety could make us more productive and achieve something quickly, which is quite helpful. In psychology, there are many types of anxiety. In their book, *Treating and Preventing Adolescent Mental Health Disorders: What We Know and What We Don't Know* (2 ed.), Edna B. Foa et al. divide anxiety into several categories, such as Panic Disorder, Social Anxiety Disorder, Separation Anxiety Disorder (SAD), Obsessive-Compulsive Disorder (OCD), Posttraumatic Stress Disorder (PTSD), Generalised Anxiety Disorder (GAD), and specific Phobia (Foa et al., 2017).

Then, how about self-confidence? Rosenberg (1965), a pioneer in this field, defined self-esteem as a people's overall positive evaluation of themselves. He went on to say that having high self-esteem entails respecting and believing in oneself. Similarly, Sedikides and Gress (2003) defined self-esteem as an individual's subjective interpretation of one's self-worth, feelings of self-respect and self-confidence, and the extent to which the individual holds positive or negative views about oneself. According to Psychology Dictionary Online, Self-confidence is a perception of one's etencies, capabilities, and perceptions, or the belief that one can successfully face day-to-day demands and challenges (Psychology Dictionary Online). One's sense of self-worth is a collection of thoughts about one's abilities and talents. As a result, confident students succeed tremendously in their academic endeavours because they have faith in their capabilities. The researchers studied this topic to determine how differences in one characteristic or variable relate to other parts or variables. After taking the speaking test distributed by the researcher, 28 students participated. It was necessary to administer two questionnaires: a speaking anxiety questionnaire with 17 items and a self-confidence questionnaire.

Nevertheless, is there any relation between anxiety and self-confidence in educational fields? Since many references discuss language anxiety, foreign language anxiety, speaking anxiety, et cetera. However, no one discussed anxiety and self-confidence in broadly learning English.

Language anxiety, according to Horwitz et al. (1986), is "a distinct complex of self-perceptions, beliefs, feelings, and behaviours associated with classroom language learning resulting from the uniqueness of the language learning process" (p. 128). Identically, MacIntyre (1999) defines language anxiety as a state of stress, nervousness, emotional reaction, and worry related to acquiring a second/foreign language. Meanwhile, in learning English as a second language, many students experience speaking anxiety. A lack of motivation and poor performance are the causes of this situation. Speaking in a foreign language is more stressful for English students because they lack the necessary skills and have had little practice. Kayaoğlu, M. N., & Sağlamel, H. (2013) identified several reasons for language anxiety.

The article investigates the relationship between anxiety and student self-confidence, identifies the types of anxiety students experience, and finds appropriate solutions to most students' experiences. The reason is that Many people still misperception the notion of anxiety and a sense of lack of self-confidence. This type of anxiety is common among students studying English, and how anxiety can affect a student's confidence in learning English.

B. Literature Review

1. Anxiety

Anxiety is one type of mental disorder in which the sufferer experiences excessive anxiety and often causes many problems, but this is common in everyone regardless of status or age.

With physical and psychological symptoms, anxiety disorders are pervasive. Although this population is more susceptible to undesirable consequences, it is also at greater risk of experiencing them. Anxiety, sometimes known as fear or worry, affects more than 30 million people in the United States. Among mental disorders, an anxiety-related disease with medically unexplained symptoms is the most frequently diagnosed in the United States. Elevated anxiety levels can trigger fear responses such as the fight-or-flight response. People in these emotional states can engage in defensive behaviours such as freezing, combating, being on high alert, avoiding situations, and risk assessment.

Most days in the prior six months must have been characterised by future-oriented or anticipatory anxiety and worry about being diagnosed with a generalised anxiety disorder (GAD). SAD patients show no signs of fear or anxiety when placed in settings that necessitate social contact, observation, or performance in front of other people. Symptoms of restlessness, a hyperactive or tense state of mind, and quick fatigued are all connected. With broad signs, anxiety disorder is diagnosed. Medical conditions like anxiety disorders can sometimes be treated with the same medications. Response in terms of behaviour Mindfulness-based and acceptance-based psychotherapies aim to alleviate symptoms by aiding clients in establishing a nonjudgmental awareness of diverse internal states (thoughts, emotions, and bodily sensations) based on acceptance rather than resistance to those feelings. Serotonin, noradrenaline, dopamine, glutamate, cholecystikinin, opioid receptors, and the hypothalamic-pituitary-adrenal axis are all known to be involved in anxiety disorders, as is the Gaba receptor.

QTc prolongation is connected with a greater risk of death when taking TCAs than SSRIs. However, benzodiazepines, the most commonly given anti-anxiety medications, have considerable short- and long-term adverse effects. Anxiety can manifest itself in several ways. First and second-generation antipsychotics may be beneficial in treating anxiety. Still, they may necessitate the consultation with, monitoring by, or referral to a mental health professional to be used effectively.

2. Self Confidence

When individuals have self-confidence, they believe in their abilities and skills and deal well with various situations. For example, a survey of outpatient psychotherapy clients discovered that the second most reported problem was "loss of self-confidence." The objective was to develop a scale that examined this facet of an individual's personality. Because most experimental self-evaluation studies appear to be primarily concerned with perceived competence or capability, this study is primarily concerned with self-confidence. Individuals who are secure in their social qualities, for example, may have grave misgivings about their intellectual abilities and vice versa.

Additionally, general and specific confidence may have different behavioural implications. Many people feel that the importance of a particular aspect of self-evaluation dictates how much it affects one's overall self-esteem. This, however, has not been established. However, to what extent should specific confidence measures be specific? We chose to separate multiple dimensions of confidence significant to individuals while being sufficiently distinct to be reasonably self-contained. Individuals have varying levels of genuine ability in any particular area of performance.

People's perceptions of their skills may be influenced by inadvertent systemic biases they are unaware of. It is conceivable for individuals to falsify their self-descriptions intentionally and consciously. How confident is a person? In this study, self-confidence was believed to have cognitive, affective, and behavioural components. As part of the mental component, evaluating one's performance regarding both absolute and social standards is vital.

Confidence was characterised by feelings of security and enthusiasm and a lack of fear or dread when presented with novel or difficult situations. The researchers developed an additive model of self-confidence, in which confidence is defined as the sum of an individual's confidence in each content domain plus confidence in other areas of relevance to that individual. The strength of association was determined for each individual based on the importance of the many determinants of confidence previously revealed to that person's sense of self.

The Mood Subscale was developed to assess and possibly correct daily mood fluctuations. One thousand four hundred seventy-eight students enrolled in an introductory psychology course were examined on 172 items. Each object has been scored on a scale of 1 to 4, with 4 representing strong agreement with articles expressing confidence and 1 indicating strong disagreement with those expressing doubt.

Respondents with a high confidence level predicted more favourable outcomes for themselves than subjects with a low level of confidence. These findings contrast with those observed in the case of depression, where depressed persons express a more negative view of the future of others. Self-assessments may increase the accuracy of people's predictions regarding future actions compared to forecasts made only based on recent conduct. Our findings indicate that individuals' confidence differs significantly across various domains of functioning. The absence of a connection between high self-confidence and social desirability casts doubts on the assumption that these individuals only strive to project a pleasant self-image to others.

However, a previous report shows that using the Mood scale to account for individuals' self-reports did not improve the PEI's stability. This was despite its high internal consistency and relationships with other mood-related measures. Without regard for social desirability demands or mood, it is acceptable to argue that objective capabilities are the fundamental determinants of confidence assessments. Examining the relationship between confidence and addressing challenging situations can better understand how self-confidence is maintained. There should be noticeable distinctions between confidence and self-esteem measures, especially domain-specific confidence measures.

C. Methodology

This article uses a quantitative method. For this research, researchers would observe the data relating to the topic, then collect the data of college students related to anxiety and their self-confidence in learning English through google form, and process the data obtained using SPSS. Then, the researcher will then identify students' anxiety in learning a language, conclude the analysis, and develop a solution from the data collected. The population of this research is the students in Tidar University, Consisting of the Force 2019-2021. The population of this research is used as the research sample. The data is collected from the 40 students who must complete the questionnaire. This data is needed to measure the scale of anxiety and self-confidence in students and measure the correlation among them.

The researcher used a non-experimental quantitative method in this study. There is no further action towards the subject of the study. Furthermore, the research design uses correlation bivariate, with spearman methods.

$$r_{xy} = \frac{n \sum_{i=1}^n x_i y_i - \sum_{i=1}^n x_i \sum_{i=1}^n y_i}{\sqrt{n \sum_{i=1}^n x_i^2 - \left(\sum_{i=1}^n x_i \right)^2} \sqrt{n \sum_{i=1}^n y_i^2 - \left(\sum_{i=1}^n y_i \right)^2}}$$

Where r_{xy} is the correlation coefficient. The correlation coefficient (r_{xy}) can be positive (+) or negative (-) and is in the range of -1 to 1. If the r_{xy} approaches -1 or 1, the relationship between the two variables is stronger. If the value is close to 0.0, the relationship between the two variables gets weaker.

To collect the data, the researcher asked some questions as the instruments. The questions presented on the questionnaire include:

1. Based on the statement above, what scale do you think is appropriate to measure your anxiety level (1: extremely low, 2: low, 3: moderate, 4: high, 5: extremely high)

2. Based on the statement above, which scale do you believe is appropriate for measuring the level of impact of your anxiety and learning process? (1: extremely low, 2: low, 3: moderate, 4: high, 5: extremely high)
3. In your opinion, what is the scale of your self-confidence? (1: extremely low, 2: low, 3: moderate, 4: high, 5: extremely high)

D. Discussion

The study focused on the relationship between anxiety and students' confidence levels. In the following data, researchers have summarised the results of answers from respondents:

Table 1. Correlation table

Correlations				
		What scale do you think is appropriate to measure your anxiety level (1: extremely low, 2: low, 3: moderate, 4: high, 5: extremely high)	Which scale do you believe is appropriate for measuring the level of impact of your anxiety and learning process? (1: extremely low, 2: low, 3: moderate, 4: high, 5: extremely high)	In your opinion, what is the scale of your self-confidence? (1: extremely low, 2: low, 3: moderate, 4: high, 5: extremely high)
What scale do you think is appropriate to measure your anxiety level (1: extremely low, 2: low, 3: moderate, 4: high, 5: extremely high)	Pearson Correlation	1	.232	.171
	Sig. (2-tailed)		.149	.292
	N	40	40	40
Which scale do you believe is appropriate for measuring the level of impact of your anxiety and learning process? (1: extremely low, 2: low, 3: moderate, 4: high, 5: extremely high)	Pearson Correlation	.232	1	-.052
	Sig. (2-tailed)	.149		.750
	N	40	40	40
In your opinion, what is the scale of your self-confidence? (1: extremely low, 2: low, 3: moderate, 4: high, 5: extremely high)	Pearson Correlation	.171	-.052	1
	Sig. (2-tailed)	.292	.750	
	N	40	40	40

According to the data above, we can conclude a correlation between variables, but the correlation is relatively weak. This indicates that anxiety does not always affect a person's self-confidence. Although high levels of anxiety can affect a person's activities, it does not always happen; there are times when this anxiety encourages someone to do a job quickly and more than usual. There are also times when this anxiety interferes with all activities and daily life.

The symptoms of anxiety experienced by respondents varied, such as goosebumps, cold sweat, racing heart, dizziness, feeling like throwing up, wanting to pass out, and trembling; some of them were also blushing, cold hands, stomach ache, blank minds, and nervous. Based on the symptoms that have been mentioned, it can be deduced that some of the most common types of anxiety that students own are GAD (General Anxiety Disorder) and panic disorder (which indicates the individuals have ordinary panic attacks without a specific trigger), and social anxiety disorder. They can occur unexpectedly and are extraordinarily intense and frightening; it is possible to dissociate during panic attacks (feeling detached from the body). People may also fear panic attacks in the future, or some may have a social phobia that causes them to feel anxious in public or in a crowd. When speaking in public or presenting in front of a group, people who experience social phobias may feel nervous or panicked.

Among the many things that can be done to alleviate anxiety are the following: practising mindfulness, exercising, journaling, regulating breathing, or listening to ambient music/sounds to calm yourself down. Of course, if the symptoms and effects of anxiety worsen, you need professional help, such as a psychiatrist or psychologist. It should be underlined that not all suggestions above can eliminate anxiety. The tips above are used only to reduce anxiety levels, and not necessarily the above method can affect the sufferer because each individual has a certain level and response to reduce anxiety.

E. Conclusion

Students need confidence in learning English as a foreign language, so they dare to try new things and practice more. In line with this study, anxiety is one of the aspects that can affect students' self-confidence. Meanwhile, students with high stress tend to have less confidence during the learning process, affecting their study processes, but their correlation is pretty weak. The symptoms of anxiety experienced by respondents varied, such as goosebumps, cold sweat, trembling, racing heart, dizziness, feeling like throwing up, and wanting to pass out; some of them were also blushing, cold hands, stomach ache, blank minds, and nervous. Based on the symptoms that have been mentioned, it can be deduced that some of the most common types of anxiety that students own are GAD (General Anxiety Disorder) and panic disorder (which indicates the individuals have ordinary panic attacks without a specific trigger), and social anxiety disorder. They can occur unexpectedly and are extraordinarily intense and frightening; it is possible to dissociate during panic attacks (feeling detached from the body). People may also fear panic attacks in the future, or some may have a social phobia that causes them to feel anxious in public or in a crowd. When speaking in public or presenting in front of a group of people, those with social phobias may feel nervous or panicky. Among the many things that can be done to alleviate anxiety are the following: practising mindfulness, exercising, journaling, regulating breathing, or listening to ambient music/sounds to calm yourself down. Of course, if the symptoms and effects of anxiety worsen, you need professional help, such as a psychiatrist or psychologist. It should be underlined that not all suggestions above can eliminate anxiety. The suggestions above are used only to reduce anxiety levels, and not necessarily the above method can affect the sufferer because each individual has a certain level and response to reduce anxiety.

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