

**FEAR OF NEGATIVE EVALUATION AND OUGHT-TO L2 SELF: A STUDY OF
INDONESIAN HIGH SCHOOL SCIENCE STUDENTS**

SKRIPSI



by

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YOGYAKARTA**

2021

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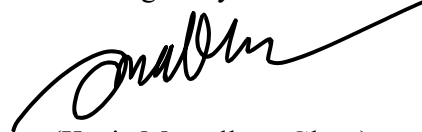
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**FEAR OF NEGATIVE EVALUATION AND OUGHT-TO L2 SELF: A STUDY
OF INDONESIAN HIGH SCHOOL SCIENCE STUDENTS**

SKRIPSI

presented as partial fulfilment of the requirements
for the degree of Sarjana Pendidikan (*S.Pd.*)
in English Language Education Department

by
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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
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2021

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A Study of Indonesia High School Science Students**

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STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

Yogyakarta, 20 May 2021

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ACKNOWLEDGEMENT

First of all, I would like to give my gratitude to Jesus for the blessings given to me every day to finish this Skripsi.

Also, I would like to give my gratitude to my Skripsi Advisor, Adaninggar Septi Subekti, M.Sc., for her advice and support from the beginning of the Skripsi until the end.

I would like to thank all the lecturers and staff of the English Language Education Department (ELED) and my friends of ELED Batch 2017 for their support and prayers. My deepest gratitude also to Ibu Dra. Mega Wati, M.Pd. for her support, motivation during my study.

I want to give my deepest gratitude to the curriculum coordinator at the private high school in Yogyakarta, who permitted me to do the research in that school. Also, I would like to express my appreciation to the English teachers who taught in the science major, for their assistance in collecting data in English classes.

I am incredibly grateful to my beloved family for being my number one support system for their love, time, prayers, and continuing supports. Especially to my father Sonny Dwiyantoro, to my mother Cicilia Erna Dwi, to my little sister Jemima Sekar Rinjani, and to my boyfriend Mikhael Febriano.

TABLE OF CONTENTS

INNER COVER	i
ADVISOR APPROVAL PAGE	ii
<i>SKRIPSI</i> DEFENSE APPROVAL PAGE	iii
<i>SKRIPSI</i> STATEMENT OF ORIGINALITY	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	viii
LIST OF FIGURES	ix
Abstract	x
<i>Intisari</i>	xi
CHAPTER I. INTRODUCTION	1
1. Research background	1
2. Research questions	3
3. Research objectives	4
4. Research benefits	4
1. Teachers	4
2. Students	4
3. Researchers	5
CHAPTER II. LITERATURE REVIEW	6
1. Fear of Negative Evaluation in Learning Foreign Language	6
2. Students' Ought-to L2 Self in Learning Foreign Language	8
3. The Relationship between FNE and Ought-to L2 Self	9
4. The Factors of FNE related to Ought-to L2 Self	10
CHAPTER III. METHODS	12
1. Research Design.....	12
2. Research Participants	13
3. Research Instruments	13
4. Data Collection and Data Analysis	14
5. Ethical Considerations	15
6. Sequence of Data Collection and Analysis	16
CHAPTER IV. RESULTS AND DISCUSSIONS	17
1. Research Question 1: To what extent is the high school science students' level of Fear of Negative Evaluation?	17
2. Research Question 2: To what extent is the high school science students' level of Ought-to L2 self?	21

3. Research Question 3: What is the relationship between high school science students' FNE and their ought-to L2 self?	25
4. Research Question 4: What are the factors of high school science students' FNE in relation to their ought-to L2 self?	27
4.1. Theme 1: Lower FNE was attributed to possible future negative impacts of not learning English	27
4.2. Theme 2: Lower FNE was attributed to a future desire to study abroad ..	29
4.3. Theme 3: Higher FNE was attributed to their perceived poor English pronunciation.....	31
CHAPTER V. CONCLUSION	34
1. Summary	34
2. Implications and contributions	34
3. Limitations	36
4. Further Studies	36
REFERENCES.....	37
APPENDICES.....	43
Appendix 1: Indonesian version of informed consent form and the questionnaire of FNE and ought-to L2 self.....	43
Appendix 2: The results of quantitative data analysis	51
Appendix 3: English version of interview checklist	54
Appendix 4: Indonesian version of interview checklist	56
Appendix 5: English version of interview transcript	58

LIST OF TABLES

Table 1. The mean of participants' responses on a questionnaire items on FNE	18
Table 2. The mean of participants' responses on questionnaire items on Ought-to L2 self.....	22
Table 3. Pearson correlation between Fear of Negative Evaluation and Ought-to L2 self	25
Table 4. Themes on Factors of high school science students' FNE in relation to their Ought-to L2 self	27

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LIST OF FIGURES

Figure 1. The sequence of data collection and analysis process	16
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ABSTRACT

Glory, K. M. (2021). Fear of negative evaluation and ought-to L2 self: A study of Indonesian high school science students (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

The aims of this study were to investigate the high school science students' level of FNE, the students' level of ought-to L2 self, the relationship between students' FNE and their ought-to L2 self through survey and the factors of students' FNE in relation to their ought-to L2 self through interviews. The questionnaire was distributed to 190 high school science students. Through descriptive statistics, the study found the students had moderate level of their FNE and ought-to L2 self. Through correlation analysis, the study found the correlation between students' FNE and their ought-to L2 self was weak, non-significant, and the direction was positive. Based on the FNE levels, this study selected six participants consisting of two high-level students, two medium-level students, and two low-level students. Through Thematic Analysis of the interview results, this study found three factors. First is lower FNE was attributed to the possible future negative impacts of not learning English. Second is lower FNE was attributed to the future desire to study abroad. Last is higher FNE was attributed to their perceived poor English pronunciation found as factors of students' FNE in relation to their ought-to L2 self. Based on the finding, the English teacher should introduce the concept of Global Englishes and increase students' perspectives on study abroad. Also, the future studies were suggested to develop questionnaire about study abroad and compared with students' FNE by including third-grade of high school science students.

Keywords: fear of negative evaluation, ought-to L2 self, thematic analysis

INTISARI

Glory, K. M. (2021). Fear of negative evaluation and ought-to L2 self: A study of Indonesian high school science students (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

Tujuan dari penelitian ini adalah untuk mengetahui tingkat FNE siswa SMA IPA, tingkat keharusan siswa untuk L2, hubungan antara FNE siswa dan ought-to L2 self mereka melalui survei dan faktor-faktor FNE siswa yang terkait dengan ought-to L2 self mereka melalui wawancara. Kuesioner dibagikan kepada 190 siswa sains sekolah menengah atas. Melalui statistik deskriptif, penelitian ini menemukan bahwa siswa memiliki tingkat FNE sedang dan ought-to L2 self sedang. Melalui analisis korelasi, penelitian ini menemukan bahwa korelasi antara FNE siswa dan ought-to L2 self siswa lemah, tidak signifikan, dan arahnya positif. Berdasarkan level FNE, studi ini memilih enam partisipan yang terdiri dari dua murid berlevel tinggi, dua berlevel sedang, dan dua berlevel rendah. Melalui Analisis Tematik hasil wawancara, penelitian ini menemukan tiga faktor. Pertama adalah FNE yang lebih rendah dikaitkan dengan kemungkinan dampak negatif di masa depan dari tidak belajar bahasa Inggris. Kedua adalah FNE yang lebih rendah dikaitkan dengan keinginan masa depan untuk belajar di luar negeri. Terakhir adalah FNE yang lebih tinggi dikaitkan dengan persepsi pelafalan bahasa Inggris yang buruk yang ditemukan sebagai faktor FNE siswa dalam kaitannya dengan ought-to L2 self mereka. Berdasarkan temuan studi ini, guru bahasa Inggris harus memperkenalkan konsep Global Englishes dan meningkatkan perspektif siswa tentang belajar di luar negeri. Selain itu, penelitian selanjutnya disarankan untuk mengembangkan kuesioner tentang belajar di luar negeri dan dibandingkan dengan FNE siswa dengan mengikutsertakan siswa kelas tiga sekolah menengah atas.

Kata kunci: fear of negative evaluation, ought-to L2 self, analisis tematik

CHAPTER 1

INTRODUCTION

This chapter consists of four parts. Those are research background, research questions, research objectives, and research benefits.

1. Research Background

Learning a second language, specifically, English has been extremely popular over the last few decades, particularly among students (Javid, 2014). According to Al-Shboul et al. (2013), anxiety is the most important factor in learning a foreign language. Foreign Language Anxiety (FLA) is a term that refers to students' anxiety when learning a second language in a classroom setting (Javid, 2014). Additionally, FLA has been defined as a negative emotional response to second language learning on students (Horwitz et al., 1986). The FLA component of anxiety performance is divided into three components namely Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation. Then, this present study focusing on Fear of Negative Evaluation (FNE) (Horwitz et al., 1986). Fear of negative evaluation, defined as apprehension about evaluations of others, avoidance of evaluating circumstances, and assumption that others will negate themselves (Horwitz et al., 1986). Students' FNE usually is related to their fear of obtaining poor test results (Horwitz et al., 1986). The poor test results in foreign language classes can affect their contribution during learning because they are afraid of getting negative feedback (Horwitz et al., 1986). These factors suggest that students who enrolled in foreign language classes are unprepared to receive negative feedback from both the teacher and their peers if their test results are poor (Horwitz et al., 1986; Tzoannopoulou, 2016). There have been several studies conducted in the field of FNE (e.g.: Aydin, 2008; Idri & Akkar, 2018; Mahfuzah et al., 2015; Mak, 2011; Oda & Khammat, 2013; Pramuktiyono & Wardhono, 2016; Santriza, 2018; Tzoannopoulou, 2016). These studies may suggest the importance of students' level of FNE in learning a second language. As a result, it is critical to gain a better

understanding of how anxiety, especially FNE, inhibits second language learning (Mahfuzah et al., 2015).

Another factor that could affect second language learning is motivation (Marzá, 2012). According to Subekti (2018b), the study of L2 motivation shifted to a social-dynamic approach, which Dornyei coined as the L2 Motivational Self System (L2MSS). Dornyei (2005, 2008) divides L2MSS into three components namely Ideal L2 self, Ought-to L2 self, and L2 Learning Experience. Then this present study focusing on Ought-to L2 self. Ought-to L2 self is the belief someone has about themselves to avoid negative results from their environment (Martinović, 2018). Usually, the students' family environment and students' school environment pose high expectations for learners to have good English language skills, which can affect their ought-to-L2 self (Rattanaphumma, 2016). Several studies have been conducted in the field of Ought-to L2 self (e.g.: Martinović, 2018; Moskovsky et al., 2016; Rattanaphumma, 2016; Simla, 2018; Subekti, 2018b). These studies may suggest the importance of students' ought-to-L2 self in learning a second language. As a result, it is important to gain a better understanding of students' ought-to L2 self in learning a second language. Moreover, probably no research has been conducted specifically on the correlation between FNE and ought-to L2 self, so perhaps it is important to investigate it further.

The studies in the field of FNE and ought-to L2 self have been conducted in various contexts (e.g.: Javid, 2014 in South America; Oda & Khammat, 2013 in Iraq; Rattanaphumma, 2016 in Thailand; Santriza, 2018 in Indonesia; Sidhu et al., 2016 in Malaysia; Subekti, 2018b in Indonesia). However, this present study investigates FNE and ought-to L2 self in the Indonesian high school science students context that has not been investigated before. Firstly, this current study is different from the study by Subekti (2018b) involving university students. According to Liu and Chen (2015), high school students are highly motivated to learn English, and their anxiety about their foreign language will impact their motivation to learn. Therefore, it may indicate that

investigating FNE and ought-to L2 self of high school students may be worthwhile. Secondly, this present study is also different from Santriza's (2018) study involving second-grade high school students as this current study involves high school science students in the first and second grades. According to Rosalina (2014), science students have a high level of motivation to learn English, which might affect their anxiety. Therefore, investigating FNE and ought-to L2 self of Indonesian high school science students may be worthwhile.

The data for this study will be gathered using a mixed-method approach. This is because several previous studies examined FNE and ought-to L2 self using qualitative (e.g.: Heriansyah, 2012; Idri & Akkar, 2018; Lukitasari, 2003) or quantitative methods (e.g.: Mak, 2011; Simla, 2018; Subekti, 2018b; Zansabil, 2019). In comparison, the current study uses both methods sequentially, descriptive analysis to investigate the students' FNE and ought-to L2 self-levels and correlational analysis to determine the relationship between FNE and the ought-to L2 self. Lastly, this present study uses the qualitative study to get more in-depth data about the factors of students' FNE in relation to their ought-to L2 self. Integrating quantitative and qualitative data through a mixed-methods study has the potential to enhance the rigor and depth of analysis (Wisdom & Creswell, 2013) of findings of FNE and ought-to L2 self.

2. Research Questions

By considering the rationale of the research stated above, the following research questions were addressed in the present study:

- a. To what extent is high school science students' level of Fear of Negative Evaluation?
- b. To what extent is the high school science students' level of ought-to L2 self?
- c. What is the relationship between high school science students' FNE and their ought-to L2 self?

- d. What are the factors of high school science students' FNE in relation to their ought-to L2 self?

3. Research Objectives

This study examines the relationship between the high school science students' FNE and their ought-to L2 self. This study intends to:

- a. Find the extent of high school science students' level of FNE
- b. Find the extent of the high school science students' level of ought-to L2 self
- c. Find the relationship between high school science students' FNE and their ought-to L2 self.
- d. Describe high school science students' FNE in relation to their ought-to L2 self.

4. Research Benefits

This study's findings are intended to benefit teachers, students, and researchers in the following ways:

a. Teachers

This study can be used by the teachers to develop the teaching and learning activities in English class by avoiding the learning activities which might increase the students' FNE level. Moreover, if teachers know the students' FNE level, it helps the teachers understand the factors of students' FNE that may appear while learning a second language in relation to their ought-to L2 self. After that, teachers can apply some strategies in learning activities so that the students' FNE could be minimised.

b. Students

This study helps students to figure out the FNE factors that are influenced by their ought-to L2 self. In addition, this study can also be advantageous for students because by knowing their FNE and ought-to L2 self-levels, they can

implement strategies to increase their ought-to L2 self if the level is low and decrease their FNE in case the level is high.

c. Researchers

The studies that specifically examine the FNE and ought-to L2 self of high school science students in Indonesia may not have been studied so that researchers can look at the results of this study for further studies on this topic. The researchers can conduct a study of FNE and ought-to L2 self by using quantitative or qualitative methods. The researchers can use the quantitative method to further investigate students' FNE and ought-to L2 self-levels by developing questionnaires related to the striking mean score of the items in the finding of the current study.

CHAPTER V

CONCLUSION

This chapter consists of a summary, implication and contribution, limitation, and future studies.

1. Summary

This study was conducted to fulfil four objectives. First, it investigated the level of students' FNE and found that the participants had medium level of FNE. Secondly, it also found their ought-to L2 self was also at moderate level. This study was also conducted to find the relationship between students' FNE and their ought-to L2 self and it found a non-significant positive relationship between these two variables. It indicated that the higher students' fear of negative evaluation, the higher the ought-to L2 self tended to be. The strength of relationship was weak. This study conducted interviews to gain more in-depth information about the students' FNE to their ought-to L2 self. Through interviews this study found three factors of high school science students' FNE in relation to their ought-to L2 self. First, lower FNE was attributed to possible future negative impacts in the workplace and colleges if they did not learn English. Second, lower FNE was attributed to a future desire to study abroad. Third, higher FNE was attributed to their perceived poor English pronunciation.

2. Implications and Contributions

There were several implications and recommendations for reducing and resolving students' fear of negative evaluation in relation to their ought-to L2 self. To begin, in relation to language teaching, teachers should pay close attention to class activities that occur concurrently with teaching and learning, particularly speaking activities such as individual presentations. The majority of high school science students expressed fear when required to speak English in front of peers or teachers on an individual basis. The

teacher can organize the speaking activity as a group, rather than an individual, with the goal of reducing students' FNE. Second, teachers should increase students' perspectives on study abroad. The teacher can convey that learning English is not only an obligation in class, but learning English can be a provision for studying abroad in the future especially in English-speaking countries. Third, teachers can promote English learning in a workplace context. The teacher can also convey the use of English in the workplace. One example that is related to the workplace is the presentation of products to foreign investors. If students do not master English, it may hinder communication which will cause work to be hampered. Last, teachers should introduce students to the concept of Global Englishes. Simultaneously, Global Englishes may demonstrate respect for the diverse culture and identity of L2 (Galloway & Numajiri, 2019). The teacher could inform the students of Global Englishes' concept that pronunciation is not something to laugh at when speaking English. Additionally, it should be recognized that as a result of this difference, the students' FNE level may be reduced. Additionally, teachers must convey to students that the difference in pronunciation is not important. The most critical is intelligibility in conveying a message (Galloway & Numajiri, 2019).

Moreover, this study will enhance research methodology literature particularly on mixed method in English language education relating to the FNE of high school students and their ought-to L2 self. It can be a reference for future studies to conduct studies using a mixed-method related to the students' FNE and students' motivation in learning English. This study involved 190 participants which may be generalized to private high school science students in Indonesian city context. Then, this study provided unique and in-depth perspectives about the relation of FNE and ought-to L2 self which may not have been explicitly investigated previously.

3. Limitation

Despite its potentially useful findings about the FNE-ought-to L2 self relationship among Indonesian high school science students, this study has some limitations. First, this research involved only first and second-grade science students. The third-grade students were then preparing for exams and were unable to participate in this research. Second, due to the COVID-19 pandemic, six participants were interviewed via Google Meet, with time constraints imposed by participant requests regarding the power of the device used, which might result in less detailed information being obtained. It might have a minor effect on the qualitative data results.

4. Future Studies

Some recommendations for future research can be made based on the findings and limitations of this study. There are three recommendations for the future studies related to the findings. Future researchers can develop questionnaires about study abroad that can be compared to students' FNE scores. Second, in future studies, researchers can create a questionnaire to ascertain the attitudes of those around students toward English, which can then be compared to the students' own attitudes toward English. Thirdly, future researchers can conduct research on the high school science students in learning English in order to get acknowledgement in class. Then, there are two recommendations for future studies in relation to limitations of this study. To begin, the total number of the participants could be increased by including third-graders science students by adjusting their schedules. Secondly, in the case of prolong COVID-19 pandemic, future researchers can conduct face-to-face interviews while adhering to established health protocols.

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