

The Correlations Of Japanese Language Students' Public Speaking Anxiety, Self-Efficacy And Lecturer's Assertive Behavior.

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INTRODUCTION

- Horwitz (1986), foreign language anxiety encompasses a range of interconnected self-perceptions, attitudes, emotions, and actions that are specifically associated with the process of learning a language in a classroom setting.
- Self-efficacy is an individual's belief that he or she can master a situation and obtain positive results. This belief in oneself greatly affects individuals in dealing with stressful situations (Bandura, 1997)
- In his book, Bandura (1997) mentions the aspects that affect self-efficacy are Level, Generality, and Level.
- In addition to self-efficacy, Horwitz, et al. (1986) stated that foreign language anxiety experienced by learners also comes from the teacher. Foreign language anxiety experienced by language learners is caused by the behavioural factors of a teacher.
- Townend (2007) defines assertiveness as It is a person's ability to express their thoughts and feelings in an appropriate manner and without hesitation and with respect for the character of other individuals. Assertive behaviour places one's right to express oneself on equal footing with others' rights to be respected

LITERATURE REVIEW

Tsai (2013) conducted a study entitled "Taiwan Otona no Gakusei no Nihon Go Gakushuu no Fuan - Sougou Daigaku to Gijutsu Daigaku no Hikaku wo Rei Toshite" or "Japanese Language Learning Anxiety in Taiwanese Adult Learners - A Comparison between General and Vocational Students". This study aims to compare the level of anxiety that occurs between general students and vocational students. Furthermore, the results of this study state that general students have a higher level of anxiety than vocational students. This may be due to the vocational students' higher level of Japanese language ability than general students. Based on this, it can be concluded that the level of Japanese language ability measured through nihongo nouryoku shiken has an influence on the anxiety level of students. Students who have a lower level of Japanese language ability have higher anxiety and vice versa

Another study on anxiety, especially for foreign Japanese language learners, was conducted by Nagano (2015). Nagano examined the anxiety level of Vietnamese basic level Japanese learners. Nagano found that there was no effect of anxiety on learning outcomes. However, Thanyarat (2016) reported that there is a negative relationship between anxiety and reading ability. According to him, the factors of language knowledge, reading process, and cultural background knowledge are the causes.

METHOD

This research uses a quantitative method that is correlational, which aims to see the relationship between one variable and each other variables. The instrument in data collection is a scale to the relationship between self-efficacy and assertive behaviour of teachers with anxiety of speaking a foreign language in public on Japanese language course students. in public in Japanese language course students. The population and samples in this study were students and teachers of Japanese language courses Kukche, Cetta and Nexs Academy. The data collection technique used is the scale method. The scale used is the Likert model scale, which is a psychometric response scale mainly used in questionnaires to obtain participants' preferences mainly used in questionnaires to obtain participants' preferences or level of agreement with a statement or set of statements The sample was selected using the Stratified Random Sampling technique which was taken randomly and proportionally. The research instrument used as a variable measurement tool is divided into two forms, namely a standardised psychological scale and a scale developed by the researcher himself by guiding the indicators of each variable.

METHOD

- The scales were submitted to students who were formulated in the form of statements with four alternative answers in accordance with the purpose of the statement. The measurement instruments in this study are:
 - 1. Anxiety Scale of Public Speaking of Foreign Language by Rogers (2004)
 - 2. Self-efficacy scale, which is arranged based on 3 aspects of self-efficacy according to Bandura (1997), namely: magnitude, strength, and generality. arranged in the form of a Likert scale.
 - 3. Assertive behaviour scale, which is compiled based on indicators of assertive behaviour proposed by Townend (2007), namely: using "I-statement", making eye-contact, listening to others, engaging with others, open body posture and gesture, and asking and giving positive feedback

FINDING AND DISCUSSION

		Self-Efficacy	Kecemasan Beribicara Bahasa Asing di Depan Umum
Self-Efficacy	Pearson corelation	1	-.412*
	Sig.(2-tailed.)		.002
Kecemasan Beribicara Bahasa Asing di Depan Umum	Pearson corelation	-.412*	1
	Sig.(2-tailed.)	.002	

Based on the results of statistical tests that have been carried out by using the help of the SPSS 20 for Windows computer programme, obtained a value of $r = -0.412$ with a significant value of 0.002 for the correlation between self efficacy with anxiety speaking a foreign language in public on Japanese language course students shows a negative relationship

FINDING AND DISCUSSION

Categorisation of Empirical Data on Anxiety in Public Speaking a Foreign Language

Variabel	Kategori	Frekuensi	Presentasi
Foreign Language Public Speaking Anxiety	High	1	1,8%
	Average	54	98,2%
	Lower	0	0%

	F	Sig.	Ket
X1 - Y	1,055	0,404	Linier
X2 - Y	1,118	0,319	Linier

Keterangan:

X_1 = Self-Efficacy

X_2 = Perilaku Asertif

Y = *Foreign Language Anxiety*

F = Koefisien *Deviation of Linearity*

Sig. = signifikansi

FINDING AND DISCUSSION

The relationship linearity test is intended to determine the degree of relationship between the independent variable and the dependent variable. That is, whether the self-efficacy and assertive behaviour of lecturers can explain the onset of foreign language anxiety. The results of the analysis showed that between the independent variables (self-efficacy and assertive behaviour of lecturers) has a linear relationship with the dependent variable (foreign language anxiety). As a criterion, if sig. > 0.05 then it is declared to have a linear relationship (Priyatno, 2014). Based on the results of multiple regression analysis, it is known that there is a significant contribution between self-efficacy (X1) and assertive behaviour of lecturers (X2) to foreign language anxiety (Y). This is indicated by the coefficient value Freg = 101.061 and sig. = 0,000. The following are the results of multiple regression analysis:



FINDING AND DISCUSSION

Model	r	r ²	Freg	Sig.	SE (%)
X12 - Y	0,764	0,584	101,06 1	0,000	58,4

Model	r	r ²	t	Sig.	SE (%)
X1 - Y	0,703	0,494	- 6,395	0,000	49,4
X2 - Y	0,683	0,466	- 5,584	0,000	46,6

Keterangan:

r = koefisien korelasi

r₂ = kuadrat koefisien korelasi

(koefisien determinasi)

F_{reg} = Koefisien regresi

Sig. = signifikansi

SE = Bobot sumbangan efektif

FINDING AND DISCUSSION

From the summary of the table above, it is known that the correlation coefficient between X1 and Y is 0.703 with an effective contribution weight of 49.4% with a negative t value (sig <0.05). This shows that self-efficacy has a significant negative relationship and contributes 49.4% to foreign language anxiety. That is, the higher the self-efficacy, the lower the foreign language anxiety, and vice versa.

Then the correlation coefficient between X2 and Y is 0.683 with an effective contribution weight of 46.6% with a negative t value (sig <0.05). This shows that the assertive behaviour of lecturers has a significant negative relationship and contributes 46.6% to foreign language anxiety. That is, the higher the assertive behaviour possessed by the lecturer, the lower the foreign language anxiety will be experienced by students, and vice versa.

FINDING AND DISCUSSION

Variabel	Mean		Keterangan
	Hipotetik	Empirik	
Foreign Language Anxiety	82,93	65	tergolong tinggi
Self Efficacy	39	40	tergolong menengah
Assertive Behaviour	82,5	75,44	tergolong menengah

Based on the comparison of the two mean values above (hypothetical mean and empirical mean), it can be stated that the research subjects have high foreign language anxiety, self-efficacy at an intermediate level, and assertive behaviour owned by lecturers is classified as intermediate.

CONCLUSION

Based on the analysis and discussion in the previous chapter, the conclusions in this study are as follows:

1. There is a significant negative relationship between self-efficacy and public speaking anxiety on speaking a foreign language in public on Japanese language course students, with a value of $r = -0.412$ with a significant value of 0.002. This implies meaning that the higher the self-efficacy of a student, the lower the level of anxiety they experience when speaking in public. the lower the level of anxiety they experience when speaking using a foreign language a foreign language (Japanese) in public.
2. This study found that there is a significant negative relationship between self-efficacy and assertive behaviour of lecturers with foreign language anxiety.
3. The effective contribution of self-efficacy variables to public speaking anxiety is 17%. foreign language in public by 17%. This can be seen from the Rsquare value (r^2) value obtained from the relationship between self-efficacy and anxiety speaking a foreign language in public of 0.17

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