



Indonesian High School Learners' Fear of Negative Evaluation and Ought-to L2 Self

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ABSTRACT

The study aimed to investigate the Indonesian high school science learners' Fear of Negative Evaluation (FNE), which is a second language (L2) anxiety construct, Ought to L2 Self (OL2S), an L2 motivation construct, and the relationship between FNE and OL2S. The study employed a survey method with 190 learners from a private high school participating in it. Based on the descriptive statistics, the learners generally had a moderate level of FNE and OL2S. The FNE analysis showed that they had self-perception of low English competence and were afraid to speak without preparation. In OL2S, the analysis suggested that the learners believed that people around them did not consider their English mastery a priority. Through correlation formula, the study found a positive yet weak correlation between learners' FNE and their OL2S. It suggested that the higher learners' FNE, the higher they perceived responsibility to avoid negative outcomes. Besides, the finding also suggested that English instruction could be designed in such a way to attract the interest of learners from non-English language streams to give their best and promote active collaboration to lessen self-comparison among them. The limitations and contributions of the study were also discussed to provide possible directions for future studies.

1. Introduction

Learning a second language (L2) needs a long process and it can be tedious, including trials and errors (Dornyei, 2005). In this tedious process, some learners can be successful, some may be less successful, whilst others could even give it up. Dornyei (2005) argued that L2 learners' individual differences influence their ultimate achievement in L2 learning. Among several individual differences such as L2 learners' aptitude, gender, learning strategies, and learning styles, their motivation and anxiety are often seen as one of the most notable and important (Al-Shboul et al., 2013; Dornyei, 2005).

It is argued in the canon study of L2 anxiety by Horwitz et al. (1986) that anxiety experienced by L2 learners is situation-specific related to language classes and language learning. It involves "a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz et al., 1986, p. 128). L2 anxiety consists of three components, one of which is Fear of Negative Evaluation (FNE).

FNE is defined as the apprehension about evaluations of others, avoidance of evaluating circumstances, and assumption of others' disapproval (Horwitz et al., 1986). FNE stems from learners' being unprepared to receive negative feedback from both their teachers and peers (Tzoannopoulou, 2016). There have been several other studies conducted in the field of anxiety, including FNE, in various contexts (Mak, 2011; Oda & Khammat, 2013; Pramuktiyono & Wardhono, 2016; Santriza, 2018; Tzoannopoulou, 2016), suggesting the importance of learners' FNE in affecting L2 learning.

Studies on anxiety, involving FNE in Asian Universities, seemed to find uniform findings on learners' FNE. A study involving 313 learners at the university level in Hong Kong by Mak (2011) investigating several anxiety components found that the participants had a low level of FNE, at 2.31 on the scale of 1 to 5. Another quantitative study by Javid (2014) involving randomly selected 216 university learners in Saudi Arabia also found that learners had low to moderate level of FNE, in which learners' anxiety was mostly caused by giving impromptu responses. Another study was conducted by Rafek et al. (2015) in Malaysia found 41.07 of their 56 participants had a low level of FNE. Furthermore, a study in Iraq by Oda and Khammat (2013) reported that learners' unpreparedness became the highest FNE-provoking factor.

In the Indonesian context, several quantitative studies on anxiety have also been conducted (Pramuktiyono & Wardhono, 2016; Santriza, 2018; Subekti, 2018a). Pramuktiyono and Wardhono (2016) found some notable FNE behaviours from their 49 university learner participants. These included fear of responding to teachers' impromptu questions, feeling of having less competence than their peers, and feeling of lagging behind their peers. In a similar vein, a study by Subekti (2018a) involving 119 university learner participants also found the FNE behaviours to be the most reported. In a relatively under-researched High School context, Santriza (2018) involved 20 participants and found 55% of her participants reported FNE in the English class, indicating moderate to high FNE in general.

Furthermore, another factor affecting L2 learning is motivation (Dornyei, 2005). Motivation is something that encourage learners to make choices, to act, to put efforts, and to persist in actions (Dornyei & Ushioda, 2011). An expert in learners' aptitude, Sternberg (2002) even advocated that to survive and thrive in the long and tedious language learning process, learners' motivation plays a more essential role than their aptitude. It is argued that motivation sustains learners to keep learning, at times albeit challenges and failures (Dornyei, 2005). Regarding L2 motivational studies, Subekti (2018b) argued that L2 motivational studies have shifted to a social-dynamic approach, fuelled by the work of Dornyei coined as the L2 Motivational Self-System (L2MSS), consisting of three components one of which is Ought-to-L2 Self (OL2S) (Dornyei, 2009).

OL2S is the belief of learners about themselves to avoid negative results from their environment (Martinović, 2018). Typically, their family and school environment expect them to have good English skills, which affect their OL2S (Rattanaphumma, 2016). Several studies have investigated L2MSS including OL2S in various learning contexts (Martinović, 2018; Moskovsky et al., 2016; Rattanaphumma, 2016; Simla, 2018; Subekti, 2018b), suggesting the importance of learners' OL2S in L2 learning.

In the Indonesian High School contexts, Zansabil (2019) investigated rural and urban learners' L2MSS. Regarding OL2S, she found that learners' OL2S was slightly high with a mean score of 3.97. Most of her participants disagreed that English was important to gain approval from people around them (Zansabil, 2019), suggesting that people around learners may not see English as a very important language. In a similar vein, Simla (2018) conducted a study at a university in Turkey and found that learners' parents did not require them to learn English because English was not seen as the main factor to be an educated person, an indication of learners' low OL2S.

Previous studies involving OL2S seemed to produce quite various findings. In Thailand, for instance, Rattanaphumma (2016) conducted a study about L2MSS involving 28 university learners and found that the participants generally reported medium to a high level of OL2S. A study involving 224 Cambodian High School learners (2019) reported that the participants had medium to a high level of OL2S. In comparison, in an Indonesian university context, Subekti (2018b) investigating the effects of learners' L2MSS towards L2 achievement found that in terms of OL2S, learners possessed a very high level of OL2S, with a mean score of 3.61 from the scale of 1 to 4, suggesting that the findings of studies on OL2S have thus far been inconclusive.

Several studies have attempted to investigate the possible relationships between learners' anxiety and motivation using different instruments with mixed findings (Jain & Sidhu, 2013; Papi, 2010; Wu & Zhou, 2020). Papi (2010) conducted a very large-scale quantitative study involving 1011 Iranian university learners. He found that learners' OL2S positively correlated with their L2 anxiety in general. In other words, as learners felt responsible to avoid negative outcomes, the more anxious they became. In comparison, a study involving 60 Malaysian university learners by Jain and Sidhu (2013) reported a statistically significant, moderate relationship between learners' anxiety and motivation. In line with that, a recent study involving 69 7th grade learners in China by Wu and Zhou (2020) also found a moderate association between the two constructs.

Despite the contributions of several studies conducted in High School contexts, one of which was a study by Santriza (2018) involving 20 participants, in FNE literature, FNE studies in High School contexts are still quite rare, especially in the Indonesian context. Moreover, a quantitative study involving a large number of participants could be needed to obtain generalisable data in the under-researched Indonesian high school context. Besides, because English use in the Indonesian High School context seems to be confined to English class time, these learners may be susceptible to have FNE, repeatedly reported hampering L2 learning. Additionally, teachers could also obtain benefits of such studies as if they know learners' FNE level or what aspects learners are mostly afraid of in English class, they can apply some strategies in learning activities so that learners' FNE could be minimised. As for studies on OL2S, many previous quantitative studies in various learning contexts seemed to produce various and inconclusive findings regarding learners' OL2S (By, 2019; Rattanaphumma, 2016; Subekti, 2018b) and thus this field may need further investigations. Furthermore, the plethora of L2 motivational studies has so far been overwhelmed with findings in the university contexts (By, 2019; Papi, 2010; Rattanaphumma, 2016; Subekti, 2018b) with few studies conducted in the High School

contexts. Therefore, investigating FNE and OL2S of Indonesian high school learners may be worthwhile. A study investigating the relationship between FNE and OL2S could also be important considering that many previous studies on the association between L2 anxiety and motivation, the umbrella of FNE and OL2S respectively, have so far produced mixed findings, which could be difficult to interpret.

Based on the aforementioned rationales, the present study has three objectives which are to find the extent of high school science learners' level of FNE, to identify the extent of their level of OL2S, and to find the relationship between their FNE and their OL2S.

2. Method

2.1. Research design

The study employed a survey method adapting two sets of questionnaires: FNE and OL2S. There were nine FNE questionnaire items and these were adapted from Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz et al. (1986). FLCAS was found to have a high Cronbach's alpha coefficient of more than .90 in several previous studies (Horwitz et al., 1986; Mak, 2011; Subekti, 2018a), indicating high internal reliability. Besides FLCAS could be the most widely used anxiety questionnaire in L2 literature (Subekti, 2018a). Furthermore, there were also nine items on OL2S and these were adapted from the L2MSS questionnaire designed by Taguchi et al. (2009). Several previous studies found that the L2MSS had the Cronbach's alpha of more than .75, suggesting reliability (e.g.: Martinović, 2018; Shih & Chang, 2018; Subekti, 2018b; Taguchi et al., 2009).

There were four options for each statement in the questionnaire, "Strongly Agree" equal to 5 points, "Agree" equal to 4, "Disagree" equal to 2, and "Strongly Disagree" equal to 1. "Neither agree nor disagree" was purposely omitted in the present study because learners may tend to choose the middle ground rather than support or be against the statements. In general, agreement showed a higher level of FNE or OL2S, and disagreement showed a lower level of FNE or OL2S. There was no negative statement in the questionnaire.

The questionnaire was prepared in Google Form using Indonesian language, with which language the target participants were proficient. It was piloted to 20 learners at a high school in October 2020 to ensure that all the statements were clear and simple to complete (Gray, 2014). Thenceforth, the questionnaire was distributed to the intended participants. The distribution of the questionnaire was carried out from 11 February 2021 to 18 February 2021 through the help of English class teachers during class hours.

In the present study, the nine questionnaire items on FNE had .79 Cronbach's alpha coefficient and the nine items on OL2S had .81 Cronbach's alpha coefficient. Both questionnaires indicated high reliability because Cronbach's alpha coefficient was close to one (1).

2.2. Research participants and ethical considerations

The participants of the present study were 190 learners of the science stream at a private high school in a metropolitan city in Java, Indonesia. These participants were selected using convenient sampling where participants were recruited mostly per the easiest access (Gray, 2014). Of these 190 participants, 109 (57.4%) were male and 81 (42.6%) were female. Consent was obtained from the school principal. After the

consent had been granted, the questionnaire link, in the form of Google Form, was distributed through the help of the English class teachers during class hours. Informed consent was included in the first part of the questionnaire. The consent form allowed the participants to know the research objectives, benefits of participating, and rights (Gray, 2014). The present study guaranteed voluntary participation where learners could freely decide whether to participate in the study (Israel & Hay, 2006).

2.3. Data analysis

After the data had been collected, these data were downloaded in the form of an Excel file. The Excel data in the form of strings or words were replaced with numbers, for example, "Female" was replaced by "1" and "Male" was replaced by "2". At this state, main questionnaire responses such as "Strongly Agree", "Agree", "Disagree" and "Strongly Disagree" were replaced with their corresponding points as previously mentioned. After all the Excel data were converted into numbers, they were copied and pasted to SPSS 25 for further analysis. To answer research questions 1 and 2 on learners' FNE and OL2S, as well as to obtain data on the participants' background information, descriptive analyses on SPSS were executed and produced findings in the form of mean scores and percentages. To answer the third research question, a correlation formula was executed.

3. Findings and Discussion

This section consists of three parts per the present study's three research objectives. The data are presented in the form of mean scores, percentage, and correlation. The participants' detailed responses on each item in the questionnaire could be observed in the Appendices.

3.1. High school learners' level of Fear of Negative Evaluation

With the possible range from 1 indicating low FNE up to 5 indicating very high FNE, the mean score of the nine items of the questionnaire on FNE was 3.12 ($SD=10.02$), indicating a moderate level of FNE. The present study's mean score was slightly higher than that of a study by Javid (2014) at a university in Saudi Arabia and higher than the finding in a study by Mak (2011) at a university in Hong Kong, both of which found a mean score of 2.94 and 2.31 of their participants' FNE respectively. These findings could suggest that Indonesian high school learners had a higher level of FNE than learners at universities in Saudi Arabia and Hong Kong. In this case, the present study's high school participants' more limited experience in speaking English as well exposure to the language than the participants in studies by Javid (2014) and Mak (2011) could play a part, leading the present study's participants' higher FNE level.

In line with that, the study also found that four items on FNE produced mean scores lower than 3.00, indicating lower FNE and five other items had mean scores higher than 3.00, indicating higher FNE. As seen in Appendix 1, the participants generally tended to either "agree" or "disagree" with the questionnaire statements, further indicating that the participants, in general, tended to have a moderate level of FNE. The mean score of each item could be observed in Table 1.

As shown in Table 1, items number two, six, and nine produced the highest mean scores, 3.74, 3.54, and 3.72 respectively. In comparison, item number seven produced the lowest mean score of 2.26. These four findings are further analysed.

Table 1. The mean of the participants' responses on items on FNE

Item Number	Means
1	2.81
2	3.74
3	3.11
4	2.97
5	3.07
6	3.54
7	2.26
8	2.85
9	3.72

First, item number 2, "I keep thinking that the other learners are better at languages than I am," produced the highest mean score of 3.74. 148 out of 190 learners (77.89%) strongly agreed or agreed that their English level was lower than that of their classmates. This finding was in contrast with the finding of studies by Horwitz et al. (1986) and Javid (2014), both of which were conducted in university contexts. Horwitz et al. (1986) found that only 38% of their participants agreed with this statement and Javid (2014) found a low mean score of 2.99 on the same item. The present study's high school learners might have less experience in sharpening their language skills through activities such as delivering presentations in English than their university learner counterparts. Lack of such experience may cause high school learners to consider their peers' language skills were better than theirs.

Second, item number 9, "I get nervous when the language teacher asks questions which I haven't prepared in advance," had a high mean score of 3.72. 151 out of 190 learners (79.5%) agreed with the statement. It indicated that the participants felt nervous when their teachers asked questions in English the responses of which they had not prepared. This finding was in line with the finding of a study by Oda and Khammat (2013) involving Iraqi university learners. They found that 86.44% of participants agreed with this statement. The slightly similar findings might be attributed to learners' tendency to feel nervous when providing answers without adequate preparation, being afraid that their friends and particularly teachers might not positively respond to their explanations. Besides, that English was used as a foreign language (EFL) in both Indonesia and Iraq may also contribute to the similarity. That was because in both countries, exposure to English outside classroom context may be very limited. Furthermore, at least two previous studies in the university contexts found a lower mean score on this item, 3.02 in a study in Indonesia by Subekti (2018a) and 2.55 in a study by Mak (2011) in Hong Kong. The higher FNE of the present study's participants may be attributed to the low self-confidence of Indonesian high school learners in answering questions spontaneously compared to university learners. This could also be related to the minimum hours of English classes each week offered in the Indonesian high school curriculum, only 90 minutes to 105 minutes a week, leading to minimum exposure to the language which in turn negatively affected learners' confidence in their language ability.

Furthermore, item number 6, "I always feel that the other learners speak the foreign language better than I do," had the third-highest mean score of 3.54. 136 of 190 learners (71.6%) agreed with this statement. This finding suggested that the majority of the participants had low self-perceived English competence. This finding was in line with a study in an Indonesian high school context by Santriz (2018) which found 60% of her participants endorsing this statement. The similarity of these two studies' findings could be attributed to the similar research contexts, Indonesian high schools. The similarity could also give some kind of indication that in general Indonesian high school learners had low self-perceived English competence. Indonesian learners at the high school level seemed to have lower self-perceived English competence compared to Indonesian learners at the university level. A study by Subekti (2018a), for example, found 52.9% of her participants disagreeing with this statement, quite different from the finding of the present study.

Last, item number 7, "Language class moves so quickly so that I worry about getting left behind", produced the lowest mean score of 2.26. 156 out of 190 learners (82.1%) disagreed with the statement, with only 34 participants agreeing with it. The present study's finding on this particular item was quite surprising considering that the participants repeatedly expressed their certain degree of FNE in responding to the other questionnaire items. Hence, there may be two possibilities to approach this finding. The first possible interpretation was that these participants did not report their worry of getting left behind in English classes because they thought they could follow the lessons well. In this case, the finding was in contrast with the finding of the study by Santriz (2018) which found 90% of her High school participants agreeing to the statement. The fact that the present study specifically involved Science learners could play a part. Science learners in the present study may feel more competent in language classes than learners of other streams, hence their little worry of lagging in English classes. Furthermore, the second possibility was that the participants did not worry too much about English classes because English was not their priority. Though conducted in university contexts, several studies suggested that learners from non-English departments tended to second-prioritise English classes and focused on their majors (e.g., Cheng & Lee, 2018; Subekti, 2020). These repeated findings in the university contexts could also be the case in this study. Regarding this, English teachers at high schools should design their instruction in such a way to make learners of non-language streams such as Science interested in joining the class and put their best efforts into it.

3.2. High School learners' level of OL2S

The mean score of the nine items of the OL2S questionnaire was 3.39 ($SD=10.67$), indicating a generally moderate level of OL2S. This finding was slightly similar to the finding of two previous studies in Southeast Asia. A study by Rattanaphumma (2016) in a Thai university found a mean score of 3.79 on this item, indicating a moderate to a high level of OL2S. In line with that, in Cambodian High School contexts, By (2019) found the mean score of 3.68 on this item. The similarities suggested that English learners in these Southeast Asian countries, to a certain extent, shared a relatively same level of OL2S. This may be due to the rather similar cultural backgrounds among these neighbouring countries especially on how they perceived mastery in the English language.

Item number one produced the highest mean score of 3.87. In comparison, item numbers five and nine produced the lowest mean scores. Item number five produced a mean score of 2.72 and item number nine produced a mean score of 2.68. The detailed findings could be seen in Table 2.

Table 2. The mean of participants' responses on items on OL2S

Item Number	Means
1	3.87
2	3.26
3	3.76
4	3.59
5	2.72
6	3.85
7	3.48
8	3.33
9	2.68

First, item number 1, "I study English because people around me think that it is important", produced the highest mean score of 3.87. 78.5% of the participants agreed with the statement. This finding was in line with the finding of a study by Zansabil (2019) involving Indonesian tenth-grade high school learners. Zansabil (2019) found a mean score of 3.55 on the same item. This indicated that these Indonesian high school learners were surrounded by people who believed that learning English was necessary. These people could include their parents and other family members, teachers, and peers. These people may see English as a language of prestige or its mastery as something that could boost learners' career opportunity. Hence, learners may feel the necessity to learn English. The present study's finding, however, was in contrast to a study by Rattanaphumma (2016) involving university learners in Thailand which found a rather low mean score of 2.93 on the same item, suggesting that the perception of people around the Indonesian learners on the importance of English was higher than that of people around the Thai learners.

Secondly, item number 5, "Studying English is important to me to gain acknowledgement of my teachers and peers" produced a low mean score of 2.72. 119 out of 190 (62.6%) participants disagreed with the statement, indicating the majority of the participants did not consider teachers' or peers' recognition a motivation to learn English. The present study's finding was in line with a previous study involving Indonesian learners at a Biology Department (Subekti, 2018b) where it found 80.4% of its participants disagreed with the statement. The similarity of findings could give some kind of support that English learners in the Science stream did not consider acknowledgement from teachers and peers a motivating power to learn English. Interestingly, this could also indicate that the participants in both studies believed that teachers' and peers' acknowledgement came not from their English mastery but rather from mastery on content courses related to their stream of major.

Furthermore, item number 9, "If I fail to learn English, I will be letting other people down", produced the lowest mean score of 2.68. 121 out of 190 (63.7%)

participants disagreed with the statement. It might happen because high school science learners in Indonesia were surrounded by people who did not expect them to have proficient English language skills. So, even if they failed, no one would be disappointed. The people around them who used English infrequently in their daily lives and did not consider English mastery essential could have influenced the findings (see Subekti, 2018b). The present study's finding, furthermore, was in contrast to a finding of a study conducted by Zansabil (2019) involving 10th-grade high school learners. That study found a high mean score of 3.51 on the same item. The difference of the present study's finding with that of the study by Zansabil (2019) study might be caused by their participants' different social contexts. The social context in which the participants in this study lived could be less demanding than the social context in which the participants of the study by Zansabil (2019) lived. The less demand in the present study's participants to succeed in learning English might indicate that few people around them would be disappointed even if their English was not good.

3.3. The relationship between learners' FNE and their OL2S

The present study found a statistically non-significant positive, weak correlation between learners' FNE and their OL2S, $r(188) = .13, p > .05$. The finding suggested that the higher learners' perceived responsibility to avoid negative outcomes, the higher their FNE. That was to say that learners tended to be more anxious when they felt they should 'perform well' and should avoid unsatisfactory language performance. This finding could be observed in Table 3.

Table 3. Relationship between learners' FNE and OL2S

	OL2S	
FNE	Pearson Correlation	.125
	Sig. (2-tailed)	.085
	N	190

Furthermore, the present study's finding could be compared to previous studies' findings on the relationships between learners' anxiety and motivation, the umbrella of FNE and OL2S respectively. Using different instruments on motivation and anxiety from those of the present study, two previous studies in Asia produced findings in contrast with that of the present study. A study in rural and urban Chinese Junior High School contexts by Wu and Zhou (2020) found a statistically significant negative relationship between anxiety and motivation. Another study in a Malaysian university context by Jain and Sidhu (2013) found a statistically significant negative and moderate correlation between learners' anxiety and motivation.

The contrasting findings could be commented on as follows. First, the present study's learners' FNE may increase their motivation to learn English. Unlike the participants in studies by Jain and Sidhu (2013) and Wu and Zhou (2020) where anxiety correlated negatively with motivation, possibly the present study's participants believed that if their English language skills were lacking, they must learn English to compensate their deficiencies, which could also be the case in the Iranian context investigated by Papi (2010). Secondly, OL2S as a component of L2MSS stemmed from learners' perceived needs to avoid negative outcomes. As such, it could be quite understandable that it had a more in line relationship with anxiety, especially FNE, which literary indicated learners' fear of the negative outcome, compared to the other

L2MSS constructs, ideal L2 Self and L2 Learning Experience. Learners who had higher FNE tended to have a higher perceived responsibility to avoid negative outcomes.

Generally, the finding on the positive relationship between learners' FNE and their OL2S should be taken cautiously in relation with language learning. On one hand, a certain degree of FNE and OL2S could be important to boost learners' effort in learning. However, when the level of FNE became too high, it could hamper learners' learning. Too high OL2S, rather than motivating learners, may burden learners instead. Hence, it is important to find a balance where learners' FNE and their OL2S could be capitalised to boost their L2 learning. Learners who realise their responsibility to avoid negative outcome and have certain degree of FNE may study harder to be able to perform better in English class.

4. Conclusion

The present study offered several implications. The participants reported that people around them did not consider English mastery very important. This could be a challenge for High school teachers concerning improving learners' motivation especially if learners are from non-language streams. Learners' OL2S could be capitalised by both teachers and learners as a driving force for English learning. However, learners should also be careful that their FNE would not impair their performance too much. Hence, English teachers should find a way to make English classes more captivating for learners from non-language streams by avoiding anxiety-provoking techniques such as pointing out individual learners to speak without preparation and promoting more collaborative activities to lessen learners' self-comparison with others.

The present study had several contributions and limitations. The study contributed to L2 motivational and anxiety literature especially in high school contexts which are thus far less researched compared to university contexts. This study also had a possibility of generalisation of its findings though possibly limited to Indonesian private high school contexts. Another limitation bound to its quantitative analysis was the superficial findings relying on learners' self-reports in a close-ended questionnaire.

Anchored by the present study's findings and limitations, future studies could be suggested as follows. That OL2S, a motivational construct, seemed to have a positive relationship with FNE, an anxiety construct, merits further investigations. Conducting a qualitative study investigating learners' in-depth views on FNE factors related to their OL2S could be worthwhile. Secondly, a study using structural equation modelling in an Indonesian high school context could be conducted to investigate the links between all components of L2MSS, ideal L2 Self, OL2S, and L2 Learning Experience, and all components of anxiety such as FNE, communication apprehension, and test anxiety. This is specially to confirm whether OL2S has a distinctive relationship with anxiety compared to the other L2MSS constructs.

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APPENDICES

Appendix 1. Fear of Negative Evaluation

No	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I tremble when I know that I'm going to be called on in language class.	4.7%	37.4%	50%	7.9%
2.	I keep thinking that the other students are better at languages than I am.	18.4%	59.5%	22.1%	0%
3.	It embarrasses me to volunteer answers in my language class.	6.8%	47.4%	42.1%	3.7%
4.	I get upset when I don't understand what the teacher is correcting.	9.5%	37.4%	47.4%	5.8%
5.	I can feel my heart pounding when I'm going to be called on in language class.	10%	42.1%	41.1%	6.8%
6.	I always feel that the other students speak the foreign language better than I do.	14.2%	57.4%	25.8%	2.6%
7.	Language class moves so quickly I worry about getting left behind.	0.5%	17.4%	72.6%	9.5%
8.	I am afraid that the other students will laugh at me when I speak the foreign language.	11.1%	32.1%	44.7%	12.1%
9.	I get nervous when the language teacher asks questions which I haven't prepared in advance.	15.3%	64.2%	18.4%	2.1%

Appendix 2. Ought-to L2 self

No	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I study English because people around me think it is important.	31.1%	47.4%	18.4%	3.2%
2.	Learning English is necessary because people around me expect me to do so.	19.5%	36.3%	40%	4.2%
3.	My parents believe that I must study English to be an educated person.	31.1%	42.6%	24.7%	1.6%
4.	I consider learning English is important because people I respect think that I should do it.	22.6%	46.8%	28.4%	2.1%
5.	Studying English is important to me in order to gain acknowledgement of my teachers and peers.	7.9%	29.5%	52.1%	10.5%
6.	I will have a negative impact on my life if I do not learn English.	29.5%	50%	17.9%	2.6%
7.	Studying English is important to me because an educated person is supposed to be able to speak English.	18.4%	47.9%	31.6%	2.1%
8.	Studying English is important to me because other people will respect me more if I have a knowledge of English.	14.2%	46.8%	36.3%	2.6%
9.	If I fail to learn English, I will be letting other people down.	6.8%	29.5%	53.2%	10.5%