

**TEACHERS' ANXIETY AND SELF-EFFICACY:  
THE EFFECT ON THEIR ENGLISH SKILLS MASTERY**

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**Abstrak:** Kecemasan dan self-efficacy pengajar dalam empat keterampilan bahasa Inggris mengambil peran penting dalam mensukseskan kegiatan pembelajaran di kelas. Dengan demikian, penelitian ini bertujuan untuk menguji pengaruh kecemasan dan self-efficacy pengajar terhadap penguasaan keterampilan bahasa Inggris mereka. Penguasaan keterampilan bahasa Inggris para guru didasarkan pada Skor TOEIC mereka. Ada 68 teacher di salah satu politeknik penerbangan yang berpartisipasi secara sukarela dalam penelitian ini. Data diperoleh dengan menggunakan Skala Kecemasan Bahasa Asing (FLAS) dan Skala Kemandirian Diri Bahasa Asing (FLSS). Nilai TOEIC dosen dikategorikan ke dalam enam tingkatan yaitu *novice*, *elementary*, *intermediate*, *basic working skills*, *advanced working skills*, dan *general professional skills*. Data yang diperoleh dianalisis dengan menggunakan teknik deskriptif-kuantitatif. Hasil penelitian menunjukkan bahwa tidak ada pengaruh yang signifikan dari kecemasan guru dalam bahasa Inggris terhadap penguasaan keterampilan bahasa Inggris mereka. Temuan lain mengungkapkan pengaruh yang signifikan dari efikasi diri pengajar dalam menguasai bahasa Inggris terhadap penguasaan keterampilan bahasa Inggris mereka. Hasil ini diharapkan dapat menjadi sumber pemikiran yang dapat dipercaya bahwa memulai program pengembangan efikasi diri pengajar dalam penguasaan bahasa Inggris dapat meningkatkan penguasaan keterampilan bahasa Inggris mereka.

**Kata Kunci:** kecemasan, penguasaan keterampilan bahasa Inggris, self-efficacy guru bahasa Indonesia, skor TOEIC

**Abstract:** *Teachers' anxiety and self-efficacy in four English skills take an important role in succeeding the classroom learning activities. Thus, this study aimed to examine the effect of teachers' anxiety and self-efficacy on their English skills mastery. The teachers' English skills mastery was based on their TOEIC Scores. There were 65 teachers at one of the state*

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*polytechnics who participated voluntarily in the study. Data were obtained using Foreign Language Anxiety Scale (FLAS) and Foreign Language Self-Efficacy Scale (FLSS). Lecturers' TOEIC scores were categorized into six levels namely novice, elementary, intermediate, basic working proficiency, advanced working proficiency, and general professional proficiency. The obtained data were analyzed using the descriptive-quantitative technique. The results showed that there was no notable effect of teachers' anxiety in English on their English skills mastery. Another finding revealed a significant effect of teachers' self-efficacy in mastering English on their English skills mastery. These results are expected to be a reliable source of rationales that initiating a development program of teachers' self-efficacy in mastering English could enhance their English skills mastery.*

**Keyword:** *anxieties, English skills mastery, Indonesian teachers' self-efficacy, TOEIC score*

### Introduction

English has been an international communication medium in many professional fields covering business, social networking, and education. It has affected multilayers of society's needs and has been a valuable part to advance everyone's living quality (Anandari, 2015). For many years, many studies on foreign language phobia (FL) have been conducted. Many of them revealed the connection between foreign language anxiety and the target language achievement (Al-Mahrooqi & Denman, 2015). Whereas, some others discovered a favorable relationship and, even, no relationship at all. Teachers refer to those with their specialties and participation in conducting qualified education fields (Tentama & Riskiyana, 2020)

In learning a second/foreign language, fear, stress, and nervousness can hinder students' learning motivation and might have a negative influence on their academic performance. Language

learning anxiety refers to a particular anxiety reaction where students only experience it in certain circumstances (Horwitz, Horwitz, & Cope, 1986). Foreign language anxiety is often understood as the conditions in learning a foreign language where students feel so obliged to appropriate it that triggers thoughts and beliefs of incapacitation and unsuccessful mastery (Macintyre, 1995). Serious language phobia can lead to issues with self-esteem and risk-taking abilities, ultimately impeding second language proficiency (Lachica & Lachica, 2019).

In connection with social cognitive theory, the term self-efficacy relates to "belief in an individual's organizational abilities and carry out the occurrence needed to create a given achievement" (Horwitz, et al., 1986), which later serves as a better predictor of student's performance. Self-efficacy is defined as a person's confidence in his ability to complete a specific task based on his competence (Pajares, 1996). Self-

efficacy has been one of the most examined issues in the field of psychology. It has affected the psychological state of a person, behavior, as well as motivation (Lachica & Lachica, 2019). It might positively and negatively influence a person's attitude depending on one's impression of perceived abilities associated with a specific task. Previous successes might increase one's self-efficacy, whereas failure decreases it. Self-efficacy has also impacted the observation of other people performing the same job, which is also known as the representative impression (Bandura, 1977). Representative impression provides one with the opportunity to examine and contrast themselves with those high achievers. This result conveys that competent models teach effective skills and strategies to observers and transmit knowledge (Bandura, 1997), which further increases self-efficacy and competence. One's physiological and emotional states also have an impact on the growth of his self-efficacy (Qudsyi & Putri, 2016). For instance, fear is found to be inversely related to self-efficacy (Woodrow, 2011). Among the groups of inspiration influencing some variables (i.e., intrinsic motivation, extrinsic motivation, task value, learning control, self-efficacy, and test anxiety), self-efficacy is the aspect that significantly predicts one's performance. A student has a higher likelihood of using more self-regulatory and exhibiting self-control that leads to a higher learning attainment (Komarraju & Nadler, 2013).

There have been many studies examining anxiety and self-efficacy in

mastering English skills, however, most of them dealt with student's issues (Komarraju & Nadler, 2013; Latif & Binti, 2015; Pajares, 1996; Qudsyi & Putri, 2016). Vocational education conducted under the Ministry of Transportation, especially those in the field of aviation, must be standardized by ICAO.

The theory of foreign language anxiety is much influenced by self-response, confidence, sense, and deportment associated with the language learning lesson (Horwitz, et al., 1986). Some argue that foreign language anxiety is the most important issue in a language class (Djafri & Wimbari, 2018; Liu & Wu, 2021; Torres & Turner, 2016). English teachers have to assist English language learners to get the benefit from their learning process. Anxiety is an important element that sets up the fruitfulness of the language learning (Aydin, Harputlu, C\celik, Us\ctuk, & Güzel, 2017; Aydin, et al., 2016; Sparks, Patton, & Luebbers, 2018). Serious language anxiety can lead to issues with self-esteem, confidence, and risk-taking ability to ultimately limiting the second language proficiency (Yassin & Razak, 2017).

Self-efficacy, as defined by an individual's belief of self-senses and behavior, is predisposed as a result of a specific circumstance (Li-Yun & Lynch, 2019; Ma, Du, & Liu, 2018; Khamyon & Eamoraphan, 2020; Kostić-Bobanović, 2020; Zheng, Jyh-Chong Liang, & Chin-Chung, 2017; Goudarz, Fariborz, & Akram, 2020). Bandura (1977) conveys that self-efficacy is self-guided in character and

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lineated toward noticed competencies designated specific assignments, of which it can be effective predictors of actions.

### Methods

There were 68 teachers at Politeknik Penerbangan Surabaya involved in this descriptive-quantitative study. They participated in the study voluntarily.

Foreign Language Anxiety Scale (FLAS) and Foreign Language Self-Efficacy Scale (FLSS) with four classifications of anxieties in writing, reading, listening, and speaking were used to reveal teachers' anxiety in mastering English skills (Torres & Turner, 2016).

### Results and Discussion

This section presented the impact of teachers' anxiety and self-efficacy on their English skills. Table 2 shows the teacher's classification based on their TOEIC.

Table 2. Teachers' TOEIC Levels

TOEIC Levels	N
Novice	5
Elementary	7
Intermediate	14
Basic Working Proficiency	21
Advance Working Proficiency	10
General Professional Proficiency	11

Table 3. The Effect of Teachers' Anxiety and Self-Efficacy on Their English Mastery

Variables	$\beta$	Std. Error	p	Label
English language anxiety	-.138	2.298	.953	Very small effect
Self-efficacy in Mastering English	2.651	.544	.000	Very big effect

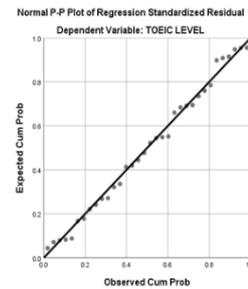


Figure 1. Results of Normality Test

Figure 1 shows the normality plot of regression. It could be concluded that the distribution of points in the table was approaching an unbroken line so that the data were distributed normally. The outcomes of the F test illustrated the value of the prob. F count (sig.) By Table 3, the value of p was smaller than the significance level of 0.05, so that the estimated linear regression model was suitable to be used to explain the result of anxiety and self-efficacy in mastering English on teachers' English proficiency.

Table 3 shows that the prob value. t count of the independent variable English language anxiety of 0.953 was greater than 0.05, so that existed no significant effect between English language anxiety and English skills from the standpoint of the teachers. Moreover, self-efficacy in mastering English had a significant effect on the prob value. t count of the independent variable self-efficacy of 0.001, which was smaller than 0.05.

**Teachers' English Anxiety**

Table 4. Results of Descriptive Statistics

<b>Variables</b>	<b>TOEIC Level</b>	<b>M</b>	<b>Std. Deviation</b>	<b>N</b>
English language anxiety	Novice	37.2000	15.68328	5
	Elementary	33.5000	14.36396	7
	Intermediate	26.4444	12.03983	14
	Basic Working Proficiency	31.8333	14.19470	21
	Advance Working Proficiency	22.4000	12.11610	10
	General Professional Proficiency	14.0000	13.03847	11
Self-efficacy in mastering English	Novice	153.0093	32.87379	5
	Elementary	163.7554	33.69338	7
	Intermediate	166.3444	33.28030	14
	Basic Working Proficiency	195.0983	35.56789	21
	Advance Working Proficiency	160.3888	33.03423	10
	General Professional Proficiency	187.3847	34.94223	11

Table 4 describes that those who had the highest level of anxiety in mastering English were the beginner or novice group with a TOEIC score of 10-250. The strength of this group of beginners in terms of reading was that they were able to find correct answers to factual questions when less reading was needed and when the language style used in the composition suited the required information. They could grasp less difficult vocabulary as well as general phrases and grasp the most familiar grammar when less reading was necessary. The weakness in terms of reading conveyed by this group was the fact that they failed to make conclusions about the information in the written text. They could not get factual information paraphrased by relying solely on referring to words or phrases within the composition to address particular questions and could not relate the information even in one sentence. They only understood limited vocabularies, not even understanding easy grammar

constructions when other language features were indeed important. Meanwhile, from their listening skills, they understood one sentence of the main idea of a photo. Sometimes, they knew the main idea, objective, and the context of longer oral text if such information was complemented by many repetitions and easy vocabularies. They understood detailed shorter conversations and photo descriptions if vocabulary was easy and if there was little text to understand. They knew detailed longer spoken text when asked for information that occurred at the beginning of the end of the composition and when it suited the words in the oral text. This group had a weakness in that they less mastered the main idea, objective, or context of a short conversation, even the language had been straightforward and had no unintended messages. They less understood the main idea, objective, and the context of longer oral text when they were prerequisites to link the messages

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across texts or if the vocabulary was a little bit difficult. They did not know detailed short conversations once they fell difficult to use vocabulary if the language was syntactically complex. Moreover, they did not know the details including the negative constructs and did not master detailed longer spoken text when asked for information heard in the mid of the text, and did not know paraphrased information or difficult grammar constructions.

The second position of anxiety was those with a TOEIC score of 255-400 was elementary. This group in terms of reading skills had the strength that they could generate effective conclusions based on several compositions. They could find correct answers to recent questions when the language used in the composition carried the message needed. They could address some factual questions if the answers were in a simple sentence form and they ably related the message in one or two sentences. They understood vocabularies easily and mostly mastered intermediate vocabulary levels. They also knew about common grammar and could make grammatically correct choices. They had the disadvantages of not understanding conclusions that needed paraphrase or connected to information. They had acquired few skills to determine factual information or message expressed using difficult vocabulary in a paraphrase mode. They often relied on looking for words or phrases that existed in the composition that accommodated the same words or phrases in the proposed questions and usually did not relate the information outside of the two sentences. They,

further, did not understand difficult vocabularies along with the meanings of less frequently-used words or idioms. They usually could not differ the meanings of related words and did not know more difficult, complex, or unfamiliar grammars.

The third position in terms of language anxiety was the group *basic working proficiency* with a TOEIC score of 605-780. This group had power from reading skills that could deduce the main ideas and objectives of the written text. Moreover, they could make conclusions. They knew the meanings and understood factual messages in the paraphrased texts. They also could relate the message across particular parts of the text as long as the vocabulary and grammar used within the composition were more complicated. They had mastered an intermediate vocabulary level. They could also have mastered difficult vocabularies in certain contexts and unusual meanings of particular words and idioms. They could know the grammar as well as the difficult, complex, and unusual sentence constructions. Their weakness is not linking the information to large areas of the text. They did not master difficult vocabulary, the meaning of strange vocabulary or idiom, and the meaning of related words.

The fourth position for anxiety in the language is the intermediate group with a TOEIC score of 405-600. The fifth position is advanced *working proficiency* with a TOEIC score of 785-900. In the field of listening, they had the strength to be able to deduce the main ideas and goals of written texts and

can create conclusions about the details. They generated meaning and understood factual paraphrased messages. They could also relate the messages across texts or compositions and connect the two interconnected texts. They knew a wide range of vocabularies, unfamiliar meanings of words or idioms. They could differ between closely related word meanings and know good sentence structures and difficult, complex, and unusual grammars. Their weakness was only if the information tested was very dense or involved difficult vocabulary. In terms of listening, they could get the main ideas, objectives, and the context of a shorter conversation with a wide range of vocabularies, although the responses of the conversation were unpredictable. They deduced the main idea, objective, and context of a longer oral text with a wider vocabulary range. They could perform such action when the messages were not supported by many repetitive or paraphrased words. It was indeed necessary to connect the messages across the compositions. They mastered detailed shorter conversations when negative constructs were existing, when the language was too complex, or when the vocabulary was difficult to use and grasped detailed longer oral compositions. They could undertake those activities even though such information was necessary to connect to the entire composition and when such information was not accommodated by many repetitions. They understood many details when the information had been paraphrased or when negative forms presented their weakness only if the grammar or vocabulary was not

commonly used. The most recent anxiety group is occupied by the group general professional proficiency with a score of 905-990.

Self-efficacy is a theory of human cognition, motivation, and emotion. Teachers can increase ELLs' self-efficacy, language proficiency, and learning autonomy, teach self-regulated learning strategies and focus on ELLs' improvement and mastery of content, all of which are necessary for their teaching and learning processes (Roick & Ringeisen, 2017). Many universities and programs are designed to offer regular academic English language courses to international students and scholars. These programs, however, continue to struggle with developing listening and speaking competency, and many ELLs do not acquire English skills quickly enough to achieve academic success in college or subsequent life success. Strategic instructions are effective in increasing learners' autonomy in learning (Pajares, 1996; Poulisse, 1991; Woodrow, 2011). The more strategies a learner has, employs, the more self-efficacious the learner feels (Zimmerman, et al., 2006). Hence, understanding ELLs' strategies and their relationship with self-efficacy could make a significant contribution to ELLs' successful learning practice (Poulisse, 1991; Tarhini, Hone, & Liu, 2014). The findings of this study suggest that teaching students learning strategies, particularly those that they used the most frequently, could boost their self-efficacy. Teachers needed to be aware of their students' levels of self-efficacy. Furthermore, teaching-learning strategies can boost their self-efficacy.

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To improve overall performance, learners with low self-efficacy should have their negative attitudes addressed in the classroom. Strategies are not the final of language education; rather, they are suggestions for increasing ELL self-efficacy and confidence in language learning (Al-Khotaba, Alkhataba, Abdul-Hamid, & Bashir, 2019). Students who believe they are capable of doing well on an academic task are motivated to perform admirably and persist in the task for a longer period, both of which are required for academic success (Tentama & Riskiyana, 2020). Self-efficacy beliefs are characterized by a lack of self-assurance and a sense of inadequacy. (Rezazadeh & Tavakoli, 2009).

### Conclusion

The present study indicates that the intermediate group with an average score of 26.4 occupies the fourth level and basic working proficiency with an average score of 31.8 in the third place. On the contrary, by the standard composition, the basic working proficiency group occupies the fourth position and the third is the intermediate group. This study shows that the score of teachers is inversely proportional to the level of anxiety. The present research conveys that there is no statistically significant relationship between fear of mastering English and English skills, of which the skills are referred to as the level of TOEIC score. The self-efficacy in mastering English has a significant effect on teachers' English skills. The higher a person's level of self-efficacy, the better one's English skills. Beliefs in a person's

capacity for organization and carrying out the occurrence needed to create high achievement will create higher skill mastery. Teachers are expected to contribute to the reduction of students' anxiety and increase their self-efficacy, which is very essential because they have control over management and classroom rules. The results of this study are very useful for the world of education because anxiety is not only felt by students but also by teachers. Thus, it is expected to pay more attention to teachers' conditions, especially in overcoming their anxiety and increasing their self-efficacy.

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