

Motivation, Self-Confidence, and Anxiety in English Language Learning: Indonesian and Thai Students' Perspectives

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ABSTRACT

Second language learners often find obstacles in their journey to reach target-language competence. Three of them are related to motivation, self-confidence, and anxiety. Motivation is about the personal drive or desire to learn the target language, while self-confidence is related to the learners' belief or trust on their abilities to be successful in learning. Anxiety means students' nervousness or worry when they face something difficult or uncomfortable. This paper deals with a study conducted to seek the differences between second language learners from Indonesia and Thailand in terms of motivation, self-confidence, and anxiety. Participants were Indonesian and Thai students. Twenty Indonesian students were taking Academic Writing class in Semester Antara (Short Semester) of 2017-2018 Academic Year, at the English Language Education (ELE) Study Program of Universitas Kristen Satya Wacana (UKSW). This course was offered in their third year of college. Twenty-one Thai students were also taking Academic Writing course in their third year. One central question to be answered is: is there any difference between Indonesian and Thai students in terms of motivation, self-confidence, and self-esteem. Data were mainly derived from open-ended questionnaires distributed to twenty students of

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Academic Writing class in the ELE study program, (Faculty of Language and Arts) FLA, UKSW Salatiga, Indonesia, and 21 students majoring in the English language from Huachiew Chalermprakiet University Thailand. Findings showed that students from both countries were very much influenced by parental factors.

INTRODUCTION

Every language learner has their uniqueness which is different from others'. They have different qualities which make them different. These qualities are, for example, motivation, self-confidence, self-esteem, self-image, personalities, age, gender, and some others. Three first mentioned qualities, motivation and self-confidence are closely related to another variable in language learning, which is anxiety.

Due to its limitation in time and space, this study deals with three affective factors in second language acquisition, that is, motivation, self-confidence, and anxiety. Anxiety is very complicated in the causes and factors that contribute to it. These three factors are very important determining factors in the journey of second language acquisition.

These factors are important in the success of learners' language learning that we were interested in investigating this matter. This study was thus conducted with the aim to find out the differences between Indonesian and Thai academic writing students' motivation, self-confidence, and anxiety. Context of the study were both in Indonesia and Thailand, in the tertiary level, in an academic writing course, to be more specific.

REVIEW OF THE LITERATURE

Motivation

Motivation has proved to be one of the determining factors in learning a foreign or second language successfully. Gardner and Lambert (1972) initiated a study of motivation in Canada and applied their efforts over a decade to studying the degree to which motivation can impact the achievement of second language acquisition. Their best-known conceptual framework was integrative and instrumental motivation. Language learners who possess integrative motivation tended to identify themselves with the target language group of any native English speakers and

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had a desire to be more like them or be a part of their society. Such a desire, in turn, lead them to the process of acculturation in a new country, which was crucial for acquiring a second language (Brown, 1992) because the social and psychological distance between learners and the target language group became smaller (Stauble, 1980). On the other hand, a language learner only had a desire to acquire the target language to advance his or her professional career was deemed to be motivated instrumentally.

It is evident that many scholars had extensively studied integrative and instrumental motivation including Atkinson and Raynor (1974), Fineman (1977), Clement and Kruidenier (1985), Crookes and Schmidt (1991), and Dörnyei (1994, 1998, 2001, 2003). Dörnyei focused on studying the motivation to acquire a second language. His work titled “Motivational Characteristics of Learning Different Target Languages: Results of a Nationwide Survey” (2001: 400) which he undertook with Clément, conclusively suggested a synthesis of the constituents of various constructs in motivation into the following seven dimensions: affective/integrative, instrumental/pragmatic, macro-context-related, self-concept-related, goal-related, educational context-related, and significant others-related. The first dimension, which referred to a general affective ‘core’ of the second language motivation complex related to attitudes, beliefs and values which were associated with the process, the target and the outcome of learning, included variables such as ‘interactiveness’, ‘affective motive’, ‘language attitudes’, ‘intrinsic motivation’, ‘attitudes towards second language learning’, ‘enjoyment’ and ‘interest’. The second referred to extrinsic, largely utilitarian factors such as financial benefit. The third dimension referred to broad, societal, and socio-cultural factors including multicultural, inter-group and ethno-linguistic relations. The fourth referred to learner-specific variables such as self-confidence, self-esteem, anxiety, and a need for achievement. The fifth is involved with various goal characteristics while the sixth referred to the characteristics and appraisal of the immediate learning environment or physical settings and the school context. The final dimension referred to the influence of parents, family, and friends. Each motivational circumstance was crucial to learning English successfully.

In addition to the motivation involved in learning indicated previously, different scholars have contributed different axioms for successful language learning. For example, Oxford (1990) stressed the importance of self-direction because “self-directed students gradually gain greater confidence, involvement, and proficiency” (p.10). Therefore, meta-cognitive strategies and capability in analyzing language structures may be important for successful language learning

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(Taguchi, 2002). Krashen (1982) hypothesized the existence of an "Affective Filter" (p. 31), which consisted of high motivation in learning, self-confidence, self-esteem and low anxiety. These are the affective domains that determine learners' second language acquisition. MacIntyre, Baker, Clement, and Donovan (2003) noted the significant influence of language anxiety and self-perceived competence on second language learning. They authors hypothesized that after obtaining more language experience, advanced adult learners may willingly communicate with others, as they become more comfortable with their competence and gain self-confidence in conversing. Learners could acquire a language informally if they voluntarily initiated a conversation which was intended to learn speaking (Skehan, 1989) and did not mind taking risks and making mistakes to achieve language proficiency (Richard-Amato, 1988).

Self-Confidence

Second language acquisition is one of the aspects of second language learning. Indeed, there are many aspects which spread like a large quilt made of patches. Each of the pieces is an element of language acquisition which language learners stitch. The more complicated and colorful the patches, the more beautiful their quilt will be. The patches represent experienced that language learners have, while the quilt represents the second language learning journey.

Second language acquisition has been related to some famous theories such as critical hypothesis (CPH), language acquisition device (LAD), individual learner hypothesis, and some others. Bista (2008) claimed that the next component, besides Critical Period Hypothesis (CPH) of Second Language Acquisition (SLA) theories, are all variables which are related to the age factor. Some of these variables were motivation, anxiety, self-confidence, attitude, and learning styles. According to Bista (2008), they were responsible for language acquisition in both children and adults. Talking about motivation may remind us of Krashen's theory of affective filter hypothesis. As stated in Diaz-Ducca (2012):

...Fossilization is seen as a result of the learner's lack of sufficient motivation (the other affective variables are self-confidence and anxiety) in spite of the amount of exposure to the L2. In other words, fossilization is due to the affective filter. Performers with high motivation generally do better in SLA... acquirers vary with respect to the strength or level of their Affective Filters. (p. 67)

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These three things – motivation, self-confidence, and anxiety – seem to be the foundation of language learning success. Just like the name, affective filter hypothesis, these things become the filter whether a language learner will be successful in entering the next phase of learning.

Hui (2012) also claimed that affective factors determined the proportion of language learners' input and intake. Affective factors included certain emotions or feelings like motivation, self-confidence, anxiety, and some others in the process of acquiring L2. Negative emotions, however, prevented efficient processing of the language input. On the other hand, positive emotions may have contributed to the efficiency of the acquisition process. If language learners had high motivation, self-confidence and a low level of anxiety, they may have had low filters and thus could receive plenty of input. On the other hand, learners with low motivation, little self-confidence, and a high level of anxiety might have had high filters which could have resulted in little input. Learners' input were strongly affected by emotional factors, and how much input was converted into intake was also affected by these factors.

Closely related to affective factors were feelings or emotions. Diaz-Ducca (2012) mentioned that in a classroom setting, the emotions that students felt towards their teacher, program content, and evaluation were also relevant in second language acquisition (SLA). If all these were positive, they enhanced learning. Munsell, Rauen, and Kinjo (as cited in Diaz-Ducca, 2012) further stated that "Language learning should be rich in a variety of stimuli, including but not limited to information, vision, sound, imagination and intuition, social interaction, movement and reasoning. These positive emotions are aroused by a comfortable classroom environment" (p. 70).

Related to classroom setting, Dornyei (as cited in Diaz-Ducca, 2012) mentioned that there were three components of second language motivation. They were "appraisal of the classroom environment" (p. 70), integrative motivation, and linguistic self-confidence. Classroom environment involved the cohesion of the group, evaluation of the teacher like competence, rapport, personality, and other things related to the teacher's evaluation, and the last aspect was the evaluation of the course itself like relevance, difficulty, and appeal to students. Things which were involved in classroom environment could have been translated into "student predisposition" (p. 70). Dornyei, Clement and Noels' study further confirmed what they call as language teachers' intuitive knowledge; what went on in the classroom would considerably affect the learner's affective predisposition" (as cited in Diaz-Ducca, 2012, p. 70).

Anxiety

Anxiety, as a form of negative emotion that seemed to have been more thoroughly studied. A study by Elaine, Horwitz, and Cope (as cited in Diaz-Ducca, 2012) concluded that “teachers and students generally feel strongly that anxiety is a major obstacle to be overcome in learning to speak another language” (p. 71). Students were reported to have felt “apprehension, worry, even dread”, and also to have “difficulty concentrating, become forgetful, and have palpitations” (p. 71). Anxiety developed mainly in SLA performance in the classroom. Included in “performance anxieties” (p. 71) are communication apprehension, test anxiety, and fear of negative evaluation. In other words, the affective filter rose and motivation decreased which affected self-confidence: “the language learner’s self-esteem is vulnerable to the awareness that the range of communicative choices and authenticity is restricted” (p. 71). As Yokochi (2003) pointed out, anxiety is not only experienced by introverted students, because “personalities have been known to change in the second language” (as cited in Diaz-Ducca, 2013, p. 71)

Lack of self-confidence caused by anxiety was also reported by Schmidt (1996), regarding adult EFL learners in Egypt. It was found that anxious students tended to avoid group activities and communication as well. These anxious students preferred teacher-centered activities that were “safe” for them, compared to student-centered learning. On the other hand, students with a low affective filter, meaning students with positive emotions, preferred communicative activities. Another important finding of the research was that anxiety was more frequently happening at basic levels. Students who were already in an advanced level were less anxious and enjoyed classes more. Schmidt (as cited in Diaz-Ducca, 2012) concluded that people who are engaged in activities that they enjoyed did not arouse anxiety.

According to Du (2009), lack of confidence, fear of failure, and other negative thought processes may have also contributed to anxiety. The pressure to perform well on exams could also have been a great motivator unless it was so extreme and became irrational. Du (2009) further stated:

Perfectionism and feelings of unworthiness provide unreasonable goals to achieve through testing situations. When a student's self-esteem is too closely tied to the outcome of any one academic task, the results can be devastating. (p. 163)

In this kind of situation, students may have spent more time focusing on the negative consequences of failure, than preparing to succeed (Du, 2009). This, in turn, may have caused

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students to have low self-confidence. Du (2009) also claimed that L2 acquirers' personality factors related to the learning effect. Among the personality factors, self-confidence was significantly important one. Language learners who had enough self-confidence and positive personal image succeeded more. Self-confident people dared to have adventures, communicated confidently in a foreign language, and these people gained more. While those who lacked self-confidence will lose chances to practice their target language. People who lacked self-confidence were afraid of losing face and making mistakes (Du, 2009). Shyness and embarrassment seemed to have played a role in their language learning journey.

This is in line with Bailey (as cited by Ellis, 1990) who proposed a model of how learners' self-image in comparison with other second language learners, could either impair or enhance second language acquisition. Unsuccessful self-image impaired or damaged the process of learning a second language. While successful self-image did the opposite. Language learners were helped in their second language acquisition. Dulay, Burt, and Krashen (1982) also supported this idea. They claimed that a self-confident, secure person would be a more successful language learner. A self-confident person may have the advantage of not being afraid of rejection. While people with high-anxiety level were more likely to feel rejected.

In summary, we can say that motivation is a factor in SLA which is affected by many other related factors like self-confidence, self-image, the environment, family members, anxiety, and some others. The best motivation is the one which comes from inside the learners, that is, intrinsic motivation. However, other things like parental factors and instrumental motivation can also become a source of motivation which could create great power for learners to learn a second language.

RESEARCH METHODOLOGY

This qualitative study obtained data through open- and close-ended questionnaires. The participants were twenty Indonesian students and twenty-one Thai students taking an academic writing course. All the students were in their third year of college. The academic writing course is the last writing course taken before students enroll in thesis proposal writing.

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After the questionnaires were distributed, the answers were coded and classified. After analyzing the findings, the discussion part was started. Themes were then formulated and conclusions drawn.

FINDINGS AND DISCUSSION

Motivation, Self-Confidence, and Self-Image of Indonesian Academic Writing Students

Motivational factors like motivation, self-confidence, self-image, and anxiety are interrelated. They are closely connected one to another, and each factor affects another. From the twenty Indonesian students in the academic writing class, 12 students (60 %) claimed that they had high motivation, five students (25 %) had very high motivation, and the three students (15%) mentioned that they had average motivation. Nobody was low motivated. The reasons varied from self-drive to learn English which is intrinsic motivation, to parents and relatives which became the source of their motivation. Complete information is displayed in Table 1.

Among students with high motivation, five mentioned that they got their motivation from their ideal dream, that is, to be an English teacher (Student 1, 2, 10, 17, and 19). Four said that learning English was their desire (Student 4, 12, 15, and 18). Their motivation came from themselves. One student mentioned that she had motivation because she was a student of ELE program, that is Student 7, and one student wanted to improve her skills in English, which is impossible to do without motivation (Student 6). One last student claimed that she needed to communicate with her Spanish aunt, so she had high motivation to learn English. (Student 13).

TABLE 1. Student Motivation and the Sources of Their Motivation

Initial	Motivation	Explanation	Factors/ People that Influence Motivation
St.1	High	He wants to be a good English teacher	All: Parents, teachers, siblings, friends, ideal
St.2	High	She wants to be an English teacher	Parents and her ideal
St.3	Very high	She understands the importance of English	Her friends and her ideal
St.4	High	He is interested in learning languages	His dream
St.5	Very high	He realizes the significance of reading English materials.	His parents and friends
St.6	High	She wants to improve her skills in English.	Herself
St.7	High	She is an ELE study program student.	Parents
St.8	Very high	She loves English since she was a kid, and she wants to become an E teacher.	Parents and her ideal
St.9	Very high	He has high motivation to learn E that is why he entered this faculty.	His dream
St.10	High	She wants to be an English teacher	Parents
St.11	Average	Her problems make her lose her motivation	Mother
St.12	High	She realizes that without motivation, it's going to be difficult to learn E.	Her dream
St.13	High	She wants to be able to communicate with her Spanish auntie in English.	Her auntie
St.14	Very high	He has high motivation to learn E that is why he entered this faculty.	All: Parents, teachers, siblings, friends, ideal
St.15	High	Learning English is her own desire.	Parents
St.16	Average	She sometimes has high motivation and sometimes low motivation.	Parents
St.17	High	She is interested in English and wants to be an E teacher, she is concerned about teachers who are not from the E department, but have to teach English.	Parents
St.18	Average	She often motivates herself to go on.	Parents
St.19	High	She wants to be a teacher, she always reads English journals and books to enrich her vocabulary.	Parents and her ideal
St.20	High	He feels that English is important to know lots of information all around the world.	Teachers and friends.

Five students claimed they had very high motivation. They were Student 3, Student 5, Student 8, Student 9, and Student 14. Out of the five students, all showed a significant interest in English, which had been their favorite since they were kids. Only one student, Student 8, who mentioned about love of English and motivation to be an English teacher in the future. In other words, only one was highly motivated due to her love of this international language, and also her desire that she wanted to be an English teacher. The other four claimed that they had intrinsic motivation, they were interested in English, therefore they were so motivated to enter the ELE Program.

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The last three students, Student 11, 16, and 18 claimed that they had average motivation to learn English. Student 11 admitted that when she had problems, she became low motivated, while Student 16 mentioned that sometimes she was motivated to learn and sometimes she was not. Student 18 claimed that she had to motivate herself to go on.

From all the twenty students, it can be seen that nobody lacked motivation to learn. Most mentioned that they had high motivation (12 students, or 60 %). Five students (25%) explained that they were very highly motivated, while the other three said that they had average motivation. Asked about what factors or who affected their motivation to learn English, the majority, 14 students (70%), admitted that people around them like parents, friends, or relatives as well as their future jobs influenced them the most in their motivation to learn English. It was found that parental factors played a major role in students' motivation. It can be further interpreted that in an Indonesian context, parental factors still hold a major role in students' motivation to learn English.

About parental factors, Butler (2013) mentioned there are four influential parental factors: (1) parental, familial and neighborhood characteristics; (2) parents' general beliefs and behaviors; (3) parents' child-specific beliefs; and (4) parent-specific behaviors. Butler's (2013) finding is seen from parental influence on the socialization of academic achievement and motivation among children in general.

The parental, familial, and neighborhood characteristics include parental education, occupation, household income, marital status, number of children and cultural traditions. Parents' general beliefs and behaviors refer to their child-rearing beliefs and parenting styles, efficacy beliefs, worldview, and locus of control. The parents' child-specific beliefs refer to the parents' beliefs about their children's abilities and expectations for their success. The parent-specific behaviors include the amount of time spent with the child, teaching strategies, career guidance, encouragement to participate in various activities, and so forth. Creating an environment where the child can be exposed to academic-oriented vocabulary and books has been found to be influential over the child's success at school (Goldenberg, Rueda, & August, 2008, as cited in Butler, 2013).

The English proficiency of parents may be considered an index for the level of English support provided at home or may serve as a function of indirect modeling (Portes and Hao, 1998, as cited in Butler, 2013). According to Wigfield (as cited in Butler, 2013), all four of these factors

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interact with each other as well as with a fifth factor, namely, the child and sibling characteristics (e.g., gender, past performance, aptitudes, attitudes, personality, and birth order), and influence the child's achievement and motivation to various degrees.

Self-Confidence

Students with high motivation may not have good self-confidence. From all Indonesian students who became the participants of this study, only three students stated that they had low self-confidence (Student 1, 6, and 16). Eleven students stated that they had average self-confidence (Student 2, 4, 7, 10, 11, 12, 13, 15, 17, 19, 20). Student 3, 5, 8, 9, and 18 claimed they had good confidence, and Student 14 mentioned that he had very good self-confidence. This fact shows that even though a learner has high motivation, he/she may not have good self-confidence. However, there is an interesting phenomenon: students with very high motivation all had good or very good self-confidence.

TABLE 2. Indonesian Students' Self-Confidence

Initials	Self-Confidence	Explanation
Student 1	Low	He feels unconfident when he writes a piece of writing, especially when it is academic.
Student 2	Average	She wants to be a teachers, therefore, she has to have confidence.
Student 3	Good	Seeing her friends have self-confidence, she is motivated to do so.
Student 4	Average	His good friends always support him in any condition.
Student 5	Good	He feels that he always need approval from his loved ones (parents and friends) when he does something.
Student 6	Low	She is concerned about what her friends talk about her, her achievement also influences her confidence.
Student 7	Average	Inside the classroom, she has good confidence, but in front of many people, her confidence decreases.
Student 8	Good	She feels that she has good speaking skills and she gets supports from her closest people.
Student 9	Good	His parents and friends always support him although his goal is vague.
Student 10	Average	She often feels that other friends have better knowledge than she does.
Student 11	Average	Her lack of vocabulary makes her unconfident.
Student 12	Average	She feels that she is weak in some E skills.
Student 13	Average	Her parents really support her to be able to speak several languages.
Student 14	Very good	He feels confident when he starts to write. He feels that he has to be able to write well to graduate.
Student 15	Average	Her writing ability makes her confident.
Student 16	Low	Her self-confidence depends on teachers' feedback. When her teacher gives positive feedback, she feels confident, and vice versa.
Student 17	Average	She feels she is not good enough in terms of speaking, she is a shy person.
Student 18	Good	Her parents always support her and teach her good things.
Student 19	Average	"Killer" teachers demotivate her, and make her reluctant to speak, afraid of being scolded. Sometimes she feels unconfident also because she thinks her friends are more critical and better than she is.
Student 20	Average	He has lovely and unique people in his life who will always support him.

Seen from Table 2, students had various reasons which contributed to their anxiety. Only three students claimed to have low self-confidence, Student 1, Student 6, and Student 16. The sources of their lack of confidence were various. Student 1 was not confident when he had to write a piece of academic writing. Student 6 was not confident when she could not achieve high, and her friends' statements about her affected her self-confidence. Similar to Student 6, Student 16 was not confident because of an external factor. Her confidence depended on her teacher's feedback. Getting positive feedback might have made her confident. Twelve students had

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average confidence, five students got good confidence, and only had very good confidence. What is interesting is that Student 14 felt confident when he started to write, and he knew he had to write well to graduate. This student had a very strong intrinsic motivation; without good academic writing skills, he would not be able to graduate with good grades.

Anxiety

According to Maina, Mauri, and Rossi (2016), there are many kinds of anxiety disorder. One of them has a social anxiety disorder. One of the characteristics of social anxiety disorder is a fear of finding oneself in certain social situations. Some examples are speaking in a group of people, eating or drinking in public, or carrying out specific tasks. An individual with this kind of anxiety is afraid of failing in certain situations, afraid of being judged, ridiculed, or criticized by others. For this reason, the person frequently avoids contact in certain social situations.

Anxiety is one of the biggest problems encountered by English Language Education Program students. As highlighted above, Horwitz and Cope (as cited in Diaz-Ducca, 2013) claim that teachers and students generally feel strongly that anxiety is a major obstacle to be overcome in learning to speak another language...Students were reported to have felt apprehension, worry, even dread, and also to have difficulty concentrating, become forgetful, and have palpitations. Anxiety develops mainly in SLA performance in the classroom. (p. 71)

From Indonesian students in academic writing class, it can be seen that only one student has low anxiety, others have average, high, or very high anxiety level. It means that only 5% of the students did not feel anxiety at all, while the other 95% of students felt it.

TABLE 3. Indonesian Students' Anxiety

Names	Anxiety	Explanation
Student 1	Average	Difficulties in applying his knowledge into his writing
Student 2	High	She thinks that the materials are hard for her, and some of her friends like to underestimate her. Her teachers who always support their students make her more confident.
Student 3	Average	She is nervous when the lecturers explain materials in a way which is difficult to understand, especially if it is something new.
Student 4	Average	Academically, he feels that his friends have better level than his. For him, teachers can both motivate and demotivate him, teachers can influence his motivation, confidence, and anxiety.
Student 5	High	He always considers himself unable to exert his potential.
Student 6	Very high	She is nervous when she has to do public speaking, and her personality.
Student 7	Average	1). She sometimes feels that the materials are too difficult for her, that is why she tried hard to learn, rather than getting stuck in the materials. 2). Her lecturers motivate her to be better by giving advice and develop non-threatening classroom to make students confident.
Student 8	Average	She feels unconfident only when she is surrounded by many smart friends, her teachers play a big role for her, always motivated her to do her best.
Student 9	Very high	He had a bitter past that makes him have big anxiety problem, he often wears a mask when facing people. This often becomes an obstacle in his study.
Student 10	Average	She feels that she has to focus on her target and her lecturers motivate her to study hard and do her best. Her teachers give her feedback and motivation.
Student 11	High	She often feels afraid if she makes mistakes when she says something due to her inadequate vocabulary.
Student 12	High	She often feels nervous to do an assignment.
Student 13	High	When there are friends who are much better than she is, she will feel anxious/ nervous.
Student 14	Low	When he really doesn't understand something, his low self-image emerges: classroom atmosphere, lack of skills and knowledge
Student 15	Average	She is sometimes confused because the materials which are very difficult and her lack of background knowledge.
Student 16	High	The atmosphere of the classroom, materials, her knowledge, and tasks affect her anxiety. Some lecturers motivate her and some demotivate her.
Student 17	High	She often feels confused to express her ideas into writing. Teachers often influence her motivation, especially if the teachers are very kind, want to give suggestions, and talk gently. She then becomes less tense.
Student 18	Average	She is influenced by the class situation: full of average friends will make her confident, but lack of knowledge makes her unconfident; her teachers also become a source of motivation.
Student 19	Average	When the class atmosphere is too quiet, she is afraid to speak, and when her friends are too clever, and she does not understand the materials, she will feel nervous.
Student 20	No answer	No answer

As highlighted in the theoretical review above, anxiety develops mainly in SLA performance in the classroom. Aspects which are included in performance anxieties are communication apprehension, test anxiety, and fear of negative evaluation. In other words, the affective filter rises and motivation decreases which then affects self-confidence. Diazz-Ducca (2012) state, "the language learner's self-esteem is vulnerable to the awareness that the range of communicative choices and authenticity is restricted" (p. 71). As Yokochi (as cited in Diaz-Ducca, 2012) points out, anxiety is not only experienced by introverted students, because "personalities have been known to change in the second language" (p. 71).

Thai Learners' Motivation, Self-Confidence, and Anxiety

Data garnered from 21 Thai participants at a medium-sized university in Thailand as shown in Table 1 revealed that most of them (16 persons or 76.18%) perceived themselves as highly motivated students in learning English. Four people (19.14%) thought their motivation in learning the language was average while only one person (4.76%) was lowly motivated. Many of them (13 participants or 61.9%) had high levels of anxiety with average-very low levels of self-confidence (13 persons or 61.9%). Only seven people (33.32%) saw themselves as highly confident learners of English. These analytical findings suggest that Thai learners tend to be motivated to learn English although they obtain anxiety with slight self-confidence. This suggestion is resonant with Akkakoson's (2016) argument about the Thai social and academic contexts. They live and learn English in an environment where they are limited to exposure to the language itself and opportunities to practice using the language.

TABLE 4: Degrees of Thai Students' Motivation, Self-Confidence, and Anxiety in Learning English

Degree	Motivation		Self-confidence		Anxiety	
	n	%	n	%	n	%
very high	4	19.04	3	14.28	1	4.76
high	12	57.14	4	19.04	12	57.14
average	4	19.14	10	47.61	6	28.57
low	1	4.76	2	9.52	1	4.76
very low	-	-	1	4.76	1	4.76
no answer	-	-	1	4.76	-	-
total	21	100.08	21	99.97	21	99.99

As demonstrated in Appendix 1.1, highly motivated students are aware of the status of English as a bargaining vehicle for them to fulfill their dreams or goals (Tananuraksakul, 2009), so they possess integrative and instrumental motivation (Dörnyei & Clément, 2001; Gardner & Lambert, 1972). All together, three students (1, 2 and 9) wanted to socialize with foreigners. In contrast, two people (Students 4 and 11) wanted to see the world, two others (Students 1 and 20) wanted to be fluent in English, and one person (Student 21) wanted to speak like a movie star. Instrumentally, eight persons (Students 2, 9, 10, 11, 13, 14, 17 and 19) wanted to have a better opportunity in employment or a job they loved. Student 3 specifically wanted to be a flight attendant.

TABLE 5: People Influencing Thai Students' Motivation in Learning English

People	n
Student herself	11
Parents	14
Siblings	2
Friends	4
Teachers	1
Singers	1
translator	1

Additionally, Table 2 explains that although 11 students personally motivated themselves to learn English, 14 students were influenced by their parents, four others by friends, and two by siblings. This analytical finding particularly reflects collectivistic culture deeply embedded in them. According to Hofstede (1997), Thailand is a highly collectivist country where people highly value strong relationships among group members such as family, extended family, and extended relationships. This cultural value may be the reason why this group of students thought their parents, siblings, friends, and teachers were influential to their English language learning.

Parents and friends also played a vital role to build up their self-confidence both directly and indirectly, as was stated by ten participants (Students 2, 4, 7, 8, 10, 13, 14, 15, 16 and 21). Extroverted or outgoing people had a personality trait which remarkably influenced foreign and second language learning (Cook, 2001), and appeared to positively affect two students' confidence (Students 11 and 15). Communication apprehension or lack of linguistic or communicative competence (Horwitz & Young, 1991) seemed to lower confidence in one person (Student 4) and increased anxiety in seven people (Students 1, 6, 9, 10, 13, 14 and 16). Three people (Students 2, 3 and 4) appeared to be affected by test anxiety or fear of failure in an exam.

CONCLUSION & RECOMMENDATION

Seen from the findings, Indonesian students on average had a high motivation to learn English. The factors that influenced their motivation varied from parents, mostly, to their future dream to be an English teacher, and also their love of the English language. Moreover, Indonesian students' self-confidence on average was high. Most students felt that they had to be good in writing in order to go to a higher level of writing, that is, proposal writing. In terms of anxiety, these Indonesian students were nervous or anxious in their writing class, especially because they were dealing with academic writing skills.

As compared to Indonesian students, Thais were as well highly motivated on average. Since they majored in English, not in English language education, their motivation was driven by personal, social and cultural factors different from Indonesians. Thai students had high anxiety and low self-confidence, in general, due to the perceptions of their inadequate abilities and fear of failure in learning.

In Thailand, people study and use English as a foreign language; it is, therefore, hard to acquire the language. The same case happens in Indonesia. The acquisition seems to only work for second language learning in the Inner Circle (native English countries) and in the Outer Circle (countries that speak ESL). Countries in the inner circle are English-speaking ones. Outer circle refers to the countries in which English is a second language, like Singapore, Malaysia, the Philippines, and some other countries. Expanding circle refers to the countries in which English is positioned as a foreign language (Lee & Jun, 2016).

Future researchers can dig the other problems of affective factors more deeply. Affective factors are emotional factors which are closely related to feelings and emotions. Learners' feelings like boredom, enthusiasm, happiness, laziness and other kinds of emotions are interesting to dig and discuss. Other factors besides motivation, self-confidence, and anxiety can be investigated. Also, more participants can be involved.

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Appendix

1.1 Descriptive Report of Thai Students' Motivation

Student	Degree of motivation	Thai Students' Explanations	People Influencing Students' Motivation
1	very high	She wants to have good English skills, watch movies without subtitles and speak with foreigners.	her ideal
2	very high	She wants to be able to communicate with foreigners with comprehensibility, have a good job and use English skills successfully.	parents, siblings, friends
3	high	She has a dream to become a flight attendant.	her ideal
4	high	She wants to speak English well so that she can travel around the world.	parents, her ideal
5	high	no explanation	parents, herself
6	average	She likes English but she doesn't have a good background in English.	parents
7	high	She has liked English since she was in primary school.	parents
8	high	no explanation	parents, siblings
9	very high	English is an international language, so it's beneficial and important for various purposes, career and socialization.	parents
10	high	She would like to study and work overseas.	singer
11	high	She wants to improve her English skills in order to get a good job and travel around the world.	parents, teachers, friends, her ideal
12	high	she wants to get a good job.	her ideal
13	high	She wants to improve her English skills in order to get a good job she loves.	parents
14	average	She likes English which is beneficial for her future.	a translator
15	very high	She always thinks she needs to keep practicing her English.	her ideal
16	average	Sometimes, she can't pay attention in the class	parents, friend, her ideal
17	high	She needs to improve her english skills for better opportunities to get a good job.	parents
18	average	no explanation	parents, teachers, friends, her ideal
19	low	At first, she was inspired to study because she wants to get a good job. Later on, she felt discouraged because she felt she was not good at study.	parents
20	high	She wants to be fluent in English.	her ideal
21	high	She was inspired to speak English like the movie stars.	parents, her ideal

1.2 Descriptive Report of Thai Students' Confidence

Student	Degree of Confidence	Thai Students' Explanations
1	average	Sometimes, she doesn't believe in herself that she can speak English although she actually can.
2	high	Her parents told her to be confident that is necessary for work. Her friends are influential to her confidence too.
3	low	She lacks confidence because she often thinks she wouldn't be able to do well in exam. She has inadequate knowledge about what she is doing or working on.
4	average	She has more confidence in speaking English with her close friends than with other people.
5	high	no explanation
6	average	Previously, she had more confidence. The degree of confidence has decreased since she started her life at university. She has felt pressured to express her voice in classroom.
7	high	Her parents are good models of having confidence. They always teach her to be confident, not to be shy.
8	average	She has confidence although she doesn't think she has English skills. Her friends help teach her English.
9	no answer	no explanation
10	very high	Friends help correct her English errors she makes, so she becomes more confident to speak.
11	average	She thinks a good result of English skills takes practices.
12	high	She is extrovert.
13	average	She is always worried about how people around her talk about her excessive confidence. When she is less confident, it's hard for her to get things done.
14	very low	She wants to have confidence like a friend of hers who doesn't speak English that well but possesses confidence in herself.
15	very high	She thinks her confidence has been built up since she was a child. Her parents always found her a variety of activities to join such as dancing, storytelling and playing musical instruments, since she was a child. Through the activities, she learned to show off her abilities to the audience.
16	average	She thinks her friends build up her confidence.
17	low	She often loses confidence when being asked to express her voice in front of the class and tested because she is worried about the outcomes.
18	average	no explanation
19	average	She had more confidence in the past because she was better than her other friends. Nowadays, she realizes that more people are good at English as compared to her.
20	average	She is quite worried about her image, so she is not that confident.
21	very good	She thinks she is a very confident person fully supported by her parents.

1.3 Descriptive Report of Thai Students' Anxiety

Student	Degree of Anxiety	Thai Students' Explanations
1	high	She thinks her parents are good models for her to have a good self-image.
2	high	her parents keep telling her to adjust her characters when socializing in different occasions.
3	average	no explanation
4	average	She thinks people are having eyes on her.
5	high	English creates and changes her self-image.
6	high	Her parents taught her how to socialize and adjust herself in a new environment.
7	average	Her friends influence her ways of thinking because they act as a filter of her life.
8	high	no explanation
9	low	no explanation
10	very high	Her parents always encourage her with their compliments.
11	average	no explanation
12	average	She has both positive and negative personal traits that affect her self-image.
13	average	no explanation
14	average	Friends are influential to her self-image. If her friends have good self-images, she would have the same because it's complementing each other.
15	very high	Her parents always promote her good self-image by saying that she is good at everything she does. She is smart, beautiful... and she believes in her parents and always trusts herself.
16	average	Her parents and friends give her encouragement.
17	average	no explanation
18	high	no explanation
19	high	It's like a karma. She thinks everything depends on her. She gets what she does.
20	high	no explanation
21	high	She always feels good about herself.