

THE FOREIGN LANGUAGE LEARNING ANXIETY: THE DESCRIPTIVE OF COMMUNICATION APPREHENSION, TEST ANXIETY AND FEAR OF NEGATIVE EVALUATION

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ABSTRACT

The study sought to investigate the description of learning anxiety of foreign language in three component : fear of communication apprehension, test anxiety and fear of negative evaluation. Subjects of this research were 40 students of english department and 47 students of arabic department. The learning anxiety scale is used to collect the data. It is adapted based on learning anxiety scale of FLCAS (Foreign Language Classroom Anxiety Scale) developed by Horwitz et al in 1986, consisting of 33 items. Analysis of descriptive by using SPSS 25 as applied to analyze the data. The result of the analysis shows that foreign language learning anxiety among English department students are 24.4 % high, 73,2% medium and 2,4% low. The foreign language learning anxiety among Arabic department students are 17 high, 78,7 % medium and 4,3% low. The research found the anxiety of communication apprehension among students of English department are 36.6% high, 61% medium and 2.4% low. The anxiety of communication apprehension among students of Arabic department are 21.3% high, 76.6 % medium and 2.1 % low. The aspect of test anxiety among students of English department are 4.9% high, 75.6 medium and 19.5 low. The result of anxiety among students of Arabic department are 10.6% high, 85.1% medium and 4.3% low. The aspect of Fear of negative evaluation among university students of English department are 39% high, 58.5% medium and 2.4% low. The aspect of Fear of negative evaluation among students of Arabic department are 31.9% high, 63.8 % medium and 4.3% low.

Keywords: learning anxiety, foreign language learning, communication apprehension, test anxiety, negative evaluation

INTRODUCTION

Language has a profound influence on human activity, especially in expressing feelings. Language is used as a communication tool to facilitate communication and express something. Therefore, language is an important material to learn, not only regional languages, but foreign languages also need to be learned by individuals. Anxiety occurs in every normal life. Foreign language learning, both for those who are still in the beginner stage and those who are proficient, when faced with indicators of achieving success in learning foreign languages, there will be emotional effects or anxiety about mistakes that cause psychological impacts, namely fear and anxiety.

Foreign language anxiety is a natural anxiety because it is similar to public speaking anxiety. The anxiety experienced is related to the discomfort of using a second language that is foreign to them. It's the same when we wear clothes with models that we consider strange and unattractive that cause discomfort when wearing them. One of the most important affective factors affecting the academic performance of foreign language learners is anxiety. Students who perceive that a foreign language is difficult to learn, they will hinder potentially foreign language motivation and achievement. Broadly speaking, anxiety is the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the automatic nervous system. Language anxiety as the worry and negative emotional reaction aroused when learning or using a second language (Spielberger, 1983 in Zheng, 2008).

Language anxiety is important to pay attention to in language teaching. This has become a common problem in the context of foreign language learning and it has a great impact on learning itself. Foreign language learners should have great courage and confidence in conveying messages to listeners. But a pressure in anxiety that experienced by students, it makes them feel unable to apply their linguistic knowledge in the real world.

However, for some learners, learning a foreign language may not be pleasant experience. Some learners find that learning a foreign language is stressful. Past studies show that anxiety for foreign language learners has made learning not enjoyable. Anxiety causes other problems for EFL learners and may snowball to other performance and achievement. Students show less willingness to participate in foreign language learning activities in class and the most common foreign language learning problem is the anxiety in speaking and communicating the target language. Poor performance is commonly seen in learners who have high anxiety. Woodroy (2006) said that anxiety experienced in English communication can weaken and affect the adaptation of learners to the target environment and educational goals. Anxiety is an important factor that needs to be observed considering that the anxiety felt will hinder progress in the process of learning foreign languages because it hinders the oral performance of learners. Anxious and nervous learners face difficulty concentrating and mastering their target language, consequently performing poorly for the level of language proficiency they want to master. For the issue to be properly addressed, educators must first know the level of fear of evaluation experienced by the learners. Therefore, the current study sought to investigate the level of students' anxiety in learning foreign language and the description of communication apprehension, test anxiety, and Fear of negative evaluation

among university students. as such, there need to be more research and exploration on the causes. This study is done to investigate the descriptive dan the factors that cause foreign language learning. Anxiety in learning foreign languages is a common phenomenon that occurs in classroom activities in foreign language learning in Indonesia, especially in UIN North Sumatra.

LITERATURE REVIEW

1. Definition and types of foreign language anxiety

In general, anxiety is defined as a psychological construct that is described as a state of apprehension, a vague fear that is only indirectly associated with an object (Hilgard, Atkinson, & Atkinson, 1971 in Rochelle, 2011). Anxiety is a complex concept which involves negative emotional states such as apprehension, fear, frustation, or low confidence. Three types of anxiety have been indetified in the literature, namely trait anxiety, state anxiety situation specific anxiety whereas state anxiety fluctuates over time depending on the situation (Su Yon Yim & Ye-Lim Yu, 2011).

Learning anxiety according to Oltman (2013) is an atmosphere, feeling or syndrome characterized by a sense of fear of danger and threat. In theory, anxiety is an appreciative or state of worry that complains that something bad is about to happen. Anxiety becomes abnormal when levels are not in proportion. Excessive anxiety can lead to psychosomatic. Psychosomatic symptoms that can be experienced are feelings of anxiety, tension, fear, sleep disorders, intelligence disorders, feelings of depression (moody), somatic / physical symptoms (muscles), sensory, respiratory, digestive, autonomic symptoms and t symptoms (Dewi, 2020).

Anxiety is divided into two, namely first trait anxiety (nature of anxiety) which is someone who has a tendency to be anxious and worried, and second state anxiety, namely anxiety that occurs when someone gets a threat. So someone who is not anxious may be anxious when he feels threatened (Djiwandono & Wuryani, 2009).

Learning according to Slameto (2010 ini Sunariah, 2013) is a process of effort made by a person to get a new change in behavior as a whole. While Thorndike states learning is the relationship between stimulus and response and problem solving by trial and error. So it is concluded that learning anxiety is a feeling of anxiety when someone is studying that arises due to pressure and inability to face problems

The anxiety of learning students is characterized by anxiety, worry, unfounded fear of unwanted things. Spielberger (1979) explains that anxiety is one element of emotion caused by a feeling of discomfort or fear of danger without warning. As Barseli (2020) learning anxiety arises when there is pressure caused by a certain academic condition that gives birth to responses in the form of negative physical reactions, behaviors, thoughts and emotions that arise due to academic demands that are as well as negative emotions that arise due to the academic demands faced.

Learning anxiety can be seen by some indicators by using the theory of Schaufeli et al. (2002) namely: (1) Exhaustion, refers to fatigue due to study demands, (2) Cynicism, refers to cynical or distant attitudes towards studies, and (3) Reduced academic efficacy, refers to decreased academic

confidence.

2. The process of anxiety and the factors of foreign learning anxiety

The process begins with the relationship of external, internal stimuli and personality tendencies anxiety trait (A-anxiety) which will form negative cognitive assessments of individuals that cause various reactions according to the individual's own assessment, individuals can react anxiously or not anxiously. The onset of anxiety is preceded by a cognitive appraisal assessment of external situations that are considered threatening. Cognitive appraisal in psychology includes against external situations that are considered threatening. Cognitive appraisal in psychology includes psychological aspects, namely perception. The formation of perception consists of the process of selection, organization and interpretation of external stimuli, the result of this interpretation is the cognitive assessment of the individual of the external situation, the result of this interpretation is the cognitive assessment of the individual of the external situation.

The process of cognitive assessment is a mental process in which people make two assessments, namely assessing the situation as a threatening danger or vice versa and assessing the situation not as a dangerous situation (Sarafino, 1998). When external conditions are perceived cognitively as threatening dangers, the external situation becomes a source of stress (stressor). Stressor is a process that starts from situations or stimuli that have the potential to be harmful or harmful. Stressors are a source of threat from the external environment that ultimately affects a person's cognitive judgment. An individual's assessment of a stressor automatically increases the activity of the nervous system in the body resulting in emotional reactions arising from subjective feelings such as tension, fear, nervousness and worry (Spielberger, 1979).

Anxiety according to Nevid, Rathus, and Greene (2005) is influenced by several factors, namely:

- a. Environmental social factors, including exposure to threatening or traumatic events, observing fear responses in others, and lack of social support
- b. Biological factors, including genetic predisposition, irregularity in neurotransmitter function, and abnormalities in brain pathways that signal harm or inhibit repetitive behavior
- c. Behavioral factors, including the installation of aversive stimuli and previously neutral stimuli, and avoiding phobic stimuli and lack
- d. Cognitive and emotional factors, including unresolved psychological conflicts

3. Causes and Effect of anxiety on language learning

According to Horwitic., et al (1986 in Fauzi, 2022) foreign language anxiety is a complexity of self-perception, feelings and different behaviors related to language learning arising from the uniqueness of the learning process itself. Foreign language learning anxiety has three components interrelated with each other, that is:

- a. Nervousness in communicating (communicative apprehension) which is defined as a type of shyness with marked fear or nervousness of communicating with others. Kralova & Petrova (2017) define communication apprehension as the anxiety of speaking, which extends beyond

just the act of speaking. Inability to comprehend or communicate effectively in a particular language is also classified as anxiety, causing learners to feel apprehensive when they struggle to understand sentences during sessions. Addressing the class can be a difficult and tense experience, and when it is done in a language that is not native to the pupils, it certainly intensifies their pre-existing apprehension. Many students feel nervous during speaking activities, and this condition is caused by uncontrollable anxiety characterized by body movements and inability to speak clearly (Fauzi, 2022). Feelings of anxiety do have a bad effect on students' speech skills in the implementation of teaching and speaking. Language anxiety is one of the problems in foreign language learning.

b. Fear of negative Evaluation

It refers to concern over other people's evaluation of the learner. The fear of evaluation factor suggests that students in a language class are apprehensive about receiving unfavorable criticism, not only from their peers but also from their professors or instructors (Watson & Friends, 1969). This results in the experience of fear when committing errors, as well as the effort to uphold their reputation in the presence of their peers and teachers. Price (1991) further notes that language learners feel uncomfortable in their surroundings due to the evaluation they receive from their peers, particularly in a classroom setting. The sensation of being seen by peers creates feelings of nervousness and unease in the classroom.

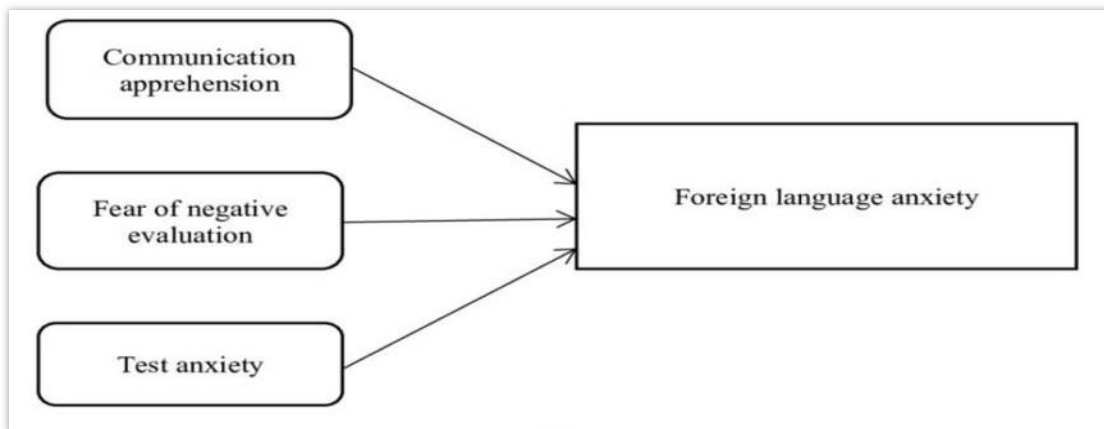
c. Test anxiety is exemplified as a type of learner performance anxiety with a fear of failure.

Typically, high test-anxious students frequently exhibit these characteristics: 1) The test situation is perceived as arduous, demanding, and menacing. 2) The individual perceives themselves as incapable and insufficient in managing the task at hand. 3) The individual fixates on unfavorable outcomes resulting from their personal inadequacy. 4) Strong self-critical thoughts distract or clash with cognitive processes relevant to the task. 5) The individual anticipates and predicts failure and a decline in others' esteem. In order to guide future research on test anxiety, it is recommended that the focus be placed on studying the characteristics and causes of this phenomenon. This can be achieved by conducting studies that explore the connection between parental or social attitudes and test anxiety. Furthermore, it is necessary to investigate the impact of test anxiety on memory, attention, and cue use in order to elucidate the connection between test anxiety and performance.

Fear of negative assessment is a component of social anxiety (Schlenker & Leary, 1982) and pertains to the extent to which persons are anxious about receiving unfavorable judgments. Anxiety may emerge when contemplating the impending evaluation or the ongoing evaluation process. Individuals who openly experience anxiety tend to have a heightened sense of doubt regarding their capacity to make others perceive them as attractive (Schlenker & Leary, 1982). The fear of negative assessment is inversely correlated with self-esteem and positively correlated with situational anxiety and shyness. Individuals that experience heightened dread of unfavorable assessment have greater motivation to seek social approval and possess a heightened apprehension towards rejection compared to those with lower levels of fear

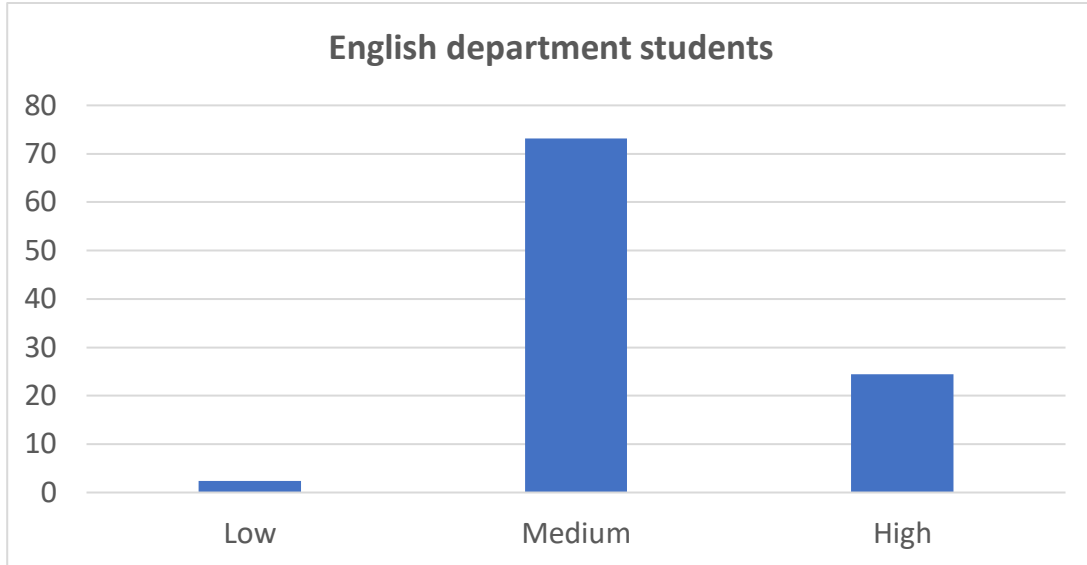
METHODOLOGY

The subjects of this research were 41 university students of english and 47 arabic department in State Islamic University of North Sumatera Medan. The data of the study were collected by using learning anxiety scale which is adapted based on learning anxiety scale of FLCAS (Foreign Language Classroom Anxiety Scale) developed by Horwitz et al in 1986, consisting of 33 items multiple-choice items that aimed to measure the degree of anxiety level. The items in the FLCAS was answered within a scale ranging from one to five (*always*=5, *usually*=4, *sometimes*=3, *almost never*=2 and *never*=1). The procedure of the study included the administration of the instruments and statistical analysis. Analysis of descriptive by using SPSS 25 as applied to analyze the data. The measuring instrument uses FLCAS (Foreign Language Classroom Anxiety Scale) developed based on Conceptual Framework Horwitz & Cope (1986).

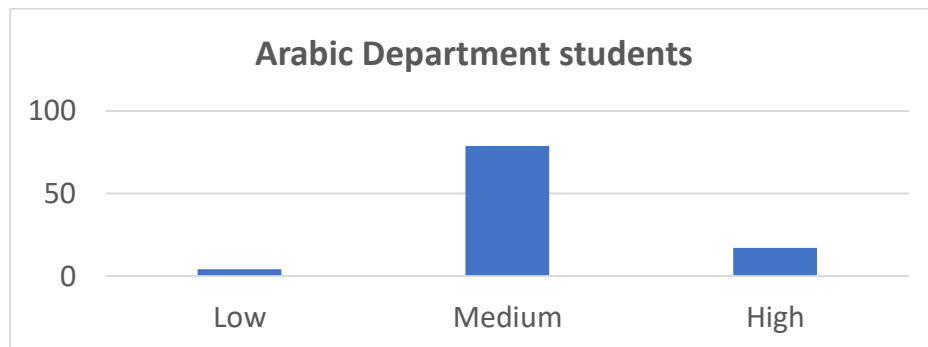


FINDINGS

In order to answer the first research question that aims to identify the anxiety level of the students', frequency analysis was conducted and means were calculated. The level of language anxiety can be seen from the large number of numbers obtained by each respondent in filling out various items of the Foreign Language Classroom Anxiety Scale. The higher numbers obtained, the higher level of anxiety experienced by students. According to the results of the SPSS analysis, it was found foreign language learning anxiety among English department students and Arabic department students as follows:

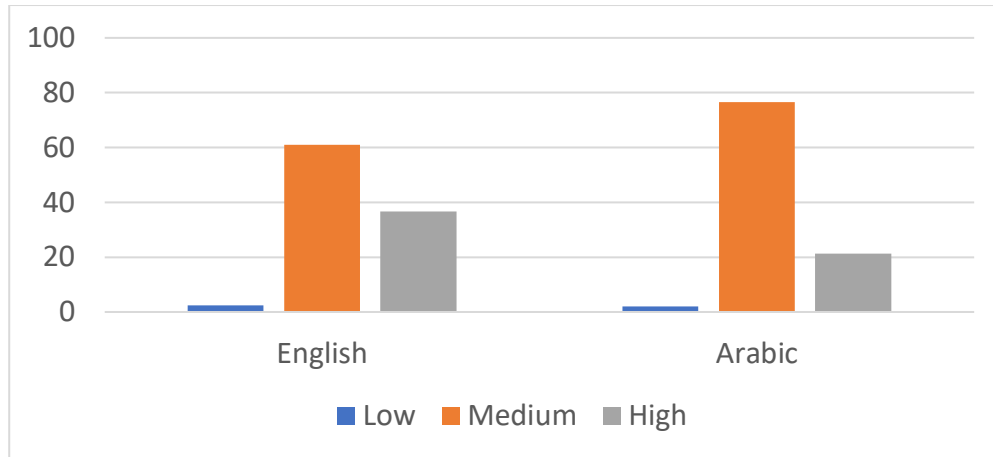


The result of the analysis shows that foreign language learning anxiety among English department students are 24.4 % high, 73,2% medium and 2,4% low. The foreign language learning anxiety among Arabic department students are 17% high, 78,7 % medium and 4,3% low.



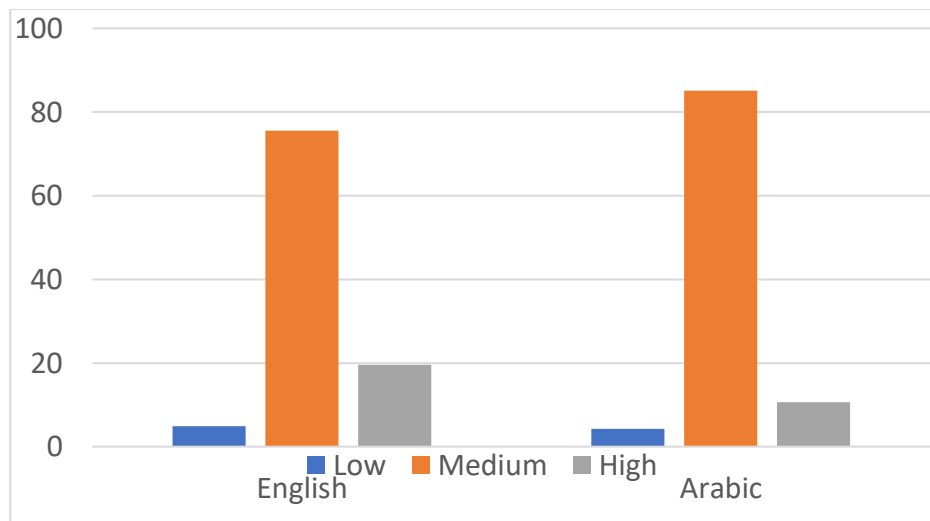
The research found foreign language learning anxiety in three aspects, as follows:

1. Communication Apprehension



The graph shows that the anxiety of communication apprehension among university students of English department are 36.6% high, 61% medium and 2.4% low. Meanwhile, the anxiety of communication apprehension among university students of Arabic department are 21.3% high, 76.6 % medium and 2.1 % low. The reasons of communication apprehension are speaking spontaneously without preparation (70.7%), not understanding what lecturer speak (65.9%), not understanding lecturer's explanation about the mistakes.

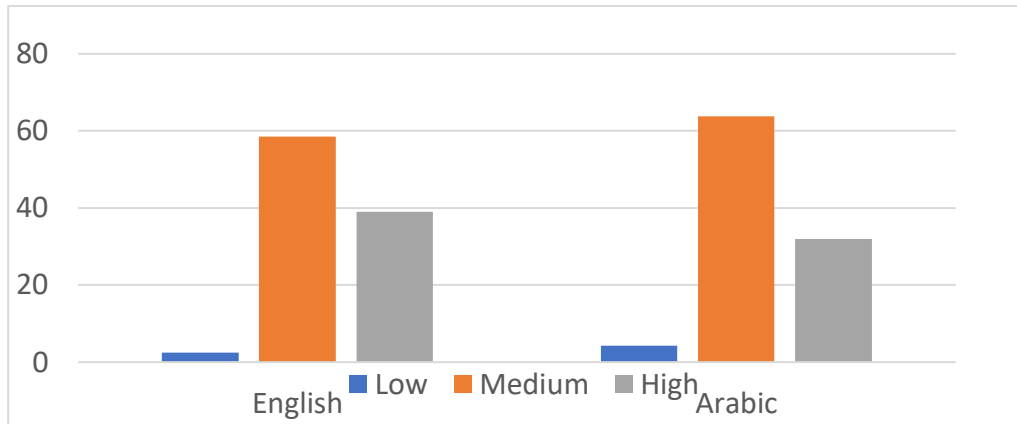
2. Test anxiety



The graph shows that test anxiety among university students of English department are 19,5% high, 75.6% medium and 4,9% low. The test anxiety of university students of Arabic department are 10.6% high, 85.1% medium and 4.3% low. During a test their emotions affected their examperformance in a negative way, while the group with the higher scores did not seem to have much difficulty about controlling their emotions and anxiety during an exam that the group with lower scores felt disturbed because of the exams while the participants with the higher scores

did not get bothered as much as the lower group did. Finally, the participants with the lower scores believed that tests had a negative impact on their performance, whereas the participants with the higher scores did not believe that test affected their performance negatively so much.

3. Fear of negative evaluation



The graph shows that fear of negative evaluation among students of English students are 39% high, 58.5% medium and 2.4% low. The aspect of Fear of negative evaluation among students of Arabic department are 31.9% high, 63.8 % medium and 4.3% low.

DISCUSSION

Language anxiety is a worry or negative emotional reaction that arises when learning a foreign language. Foreign language anxiety will hinder potentially hindering foreign language motivation and achievement. The level of language anxiety can be seen from the large number of numbers obtained by each respondent in filling out various items of the Foreign Language Classroom Anxiety Scale. The higher the number of numbers obtained, the higher the level of anxiety experienced by students. There are several reason that cause anxiety about learning a foreign language based on each aspects as follows:

1. Reasons of Communication apprehension among English and Arabic students

This research found some reasons of Communication apprehension among English and Arabic students, they are speaking spontaneously without preparation among English department about 70.7% and among Arabic students about 57,4% students; not understanding what lecturer speak among English department about 65.9% and among Arabic students department about 42,6%, not understanding lecturer's explanation about the correction of mistakes among English department about 51.2% and among Arabic department about; 46,8 %); awkward or feel uncomfortable to speak in front of other students occur to among English department about 48.8%, and among Arabic students department about 38,3.and they feel not confident to speak 43.9% ; among Arabic students about 21,3%.

The fear of communicating occurs when required to speak in a foreign language without preparation. In addition, the necessity to talk to foreign speakers is also a trigger for student learning anxiety, both English and Arabic study programs. Students will feel nervous when they are in a condition of not understanding every word spoken by the lecturer when learning English or Arabic. This shows that the anxiety of in communicating tends to occur when students are in situations that require them to communicate spontaneously, such as answering questions directly from English and Arabic lecturers. According to Philips (1992) showed that there is a relationship between language anxiety and oral ability, the more anxious students will show the lower performance displayed in oral tests.

According to Brown (2000) students who show communication concerns will feel uncomfortable when speaking using a foreign language in front of others, because language skills are limited especially in speaking and listening skills. Students who experience fear of negative judgment do not perceive language errors as a learning process, but as a threat to themselves (Kim, 2006 in Fitriani, 2022). Research conducted by Florack, Rohmann, Palcu, Manziotta (2014 in Fitriani, 2022) that anxiety can inhibit speech proficiency. The difficulty to speak is not due to insufficient knowledge but to adequate feelings of anxiety that they do not know what to say, no ideas at all. One of the Factors that inhibit the ability to speak (Juhana, 2012) include fear of being wrong. Fear of being wrong is a major factor in students' reluctance to speak in a foreign language in class.

2. Reasons of test anxiety.

This research found some reasons of test anxiety occur, they are fear of the consequence of failure, such as poor test scores and having to retake them next semester (68.3%; 48,9%); hesitant about preparing for exams (61%; 38,3%) and fear of forgetting (75.6%; 51,1%). Performance/achievement anxiety derived from fear of exam failure (test anxiety) can caused students feel anxious in learning English and Arabic. Exam worries are fueled by fears of poor test scores and having to retake them next semester. Students feel even more confused if they study a lot to prepare for English or Arabic exams. Exam worries are fueled by fears of poor test scores and having to retake them next semester. Students feel even more confused if they study a lot to prepare for English or Arabic exams. Tugan (2015) asserts that test anxiety hinders academic success and impedes the development of consistent learning capacities in students. This fact indicates that individuals with weaker academic performance may require additional support and guidance prior to taking exams. Furthermore, it is crucial to ensure that the testing settings and the test itself are carefully constructed. Regarding instruction, it is necessary to utilize, illustrate, and/or exhibit the same guidelines employed in tests within the classroom setting. This will allow students to become acquainted with the instructions, as they expressed difficulty in understanding them during interviews. The proctors might be provided with explicit instructions on how to administer the exam in order to establish the testing conditions (Gursoy & Arman, 2016).

Language instructors may be designated as proctors to assist students with their inquiries. Furthermore, they can acquire knowledge regarding the impact of a proctor's views towards students on their performance in exams. Another crucial aspect to examine is the content of the exam; it is imperative to carefully evaluate the exam's authenticity. Ultimately, to enhance learners' confidence before to and throughout the examination, students should establish a strong foundation in study techniques with the assistance of their lecturers.

3. Reasons of the fear of negative evaluation

Reasons of the fear of negative evaluation among students are found in this research think of others better about 61% among English Department students and 42,6% among Arabic department students; fear of being laughed at about 46.3% among English Department students and about 38,3% among Arabic Department students. The last reason of the fear of negative evaluation that was found among students is no preparation about 68,3% among English department students and about 51,1% among Arabic Department students.

The fear of getting an evaluation from others (fear of negative evaluation), it is avoidance of evaluative situations and expectation that others will give a negative judgment. The main reason for fear of mistakes is because of feeling stupid in front of others and worrying about other people's judgment of them. There are several dominant reasons that trigger fear of negative assessment in students, both English and Arabic study programs at the medium level. When lecturers ask questions that have not been prepared beforehand, there will be feelings of nervousness in English study program students and Arabic students. Students feel the need to prepare themselves carefully before answering lecturer questions. Students also feel less confident in their language skills. In addition, students think that the ability of other students is better in learning and speaking. The results also found that students of both English and Arabic study programs felt palpitations when called in English classes and Arabic classes. In addition, students feel that learning in class feels very fast so they worry about falling behind and they will get bad grades from lecturers and other students if they later fall behind in English or Arabic language learning.

According to Horwitz's (1989) research, those who experience anxiety when learning a new language and perceive it as challenging tend to have lower levels of aptitude for foreign language acquisition. Previous study indicates that communication apprehension is a notable cause of anxiety (Koch and Terrell, 1991; Price, 1991, as referenced in Aydin 2008). While Young (1991) argued that teachers' beliefs about teaching a foreign language contribute to anxiety, this study reveals that other factors, such as unpreparedness for teacher questions, communication apprehension with teachers, and teachers' correction, also significantly influence anxiety levels. Moreover, the results of this study illustrate that worry can hinder learners from employing accurate terminology and structures during verbal communication. The findings closely align with the results obtained by Aydin in his study on Turkish pupils. The correlation studies revealed a significant association between foreign language anxiety and fear of poor appraisal.

According to Krashen (1985), worry hampers the learners' capacity to comprehend and internalize a new language, disrupting the acquisition process. The sources of worry included the dread of speaking extemporaneously in class, concern in communicating with teachers, the fear of being ridiculed by peers, the fear of making errors, exam anxiety, and the fear of being called upon in class. The reasons of anxiety included the dread of speaking without prior preparation during class, concern in communicating with teachers, the worry of being ridiculed by classmates, the fear of making mistakes, exam anxiety, and the fear of being called upon in class. Teacher variables such as a critical teaching attitude (Samimy, 1994) and a strict teaching style (Aida, 1994) are associated with student anxiety towards the teacher. According to Palacios (1998 in Rochelle et al., 2011), learners face difficulties in adapting to their new language learning environment due to reasons such as insufficient assistance from teachers, lack of empathy from teachers, and limited availability of personal attention

Other elements that contribute to the dread of negative assessment include the disapproving judgment of others, the apprehension of making mistakes or saying the incorrect thing, the fear of being criticized for one's shortcomings, and the anxiety of being faulted and disapproved of by others. Overall, the data indicates that students experience both language anxiety and fear of unfavorable judgment in the classroom (Shabani, 2012).

CONCLUSION

Based on the results of the research that has been carried out, the following conclusions can be drawn:

1. The anxiety in learning a foreign language among English language students of Universitas Islam Negeri Sumatera Utara Medan is in the medium category (73.2%) followed by the high category (24.4%), and low which is 2.4%.
2. The results foreign language learning anxiety on Arabic students of UIN SU Medan also show the same results, namely student anxiety is in the medium category (78.7%) followed by the high category (17%), and low is 4.3%.
3. Based on the communication apprehension aspect, it can be seen that anxiety related to communication apprehension is in the medium category (61%) in the English department as well as in the medium category (76.6%) for students from the Arabic department.
4. Based on the aspect of test anxiety, it can be seen that anxiety related to test anxiety in UIN SU students who study foreign languages is in the medium category (75.6%) in the English department, as well as in the medium category (85.1%) in the Arabic department.
5. Based on the aspect of negative evaluation, it is known that the fear of negative evaluation is in the medium category (58.5%) in the English department, where the same results are also found in students from the Arabic department in the medium category (63.8%).
6. Among English students, it can be seen that communication apprehension is the top aspect of foreign language anxiety with a mean (3.39) followed by fear of negative evaluation (3.37) and test anxiety (3.37)

7. Different results were seen in Arab department students where the fear of negative evaluation is the top aspect of foreign language anxiety with a mean (3.28) followed communication apprehension (3.2) and test anxiety (3.04)

In order to relieve student's language anxiety, teacher should create learning situations and context less stressful and promote a low-stress language learning environment by focusing on *how to learn* rather than *what to learn*, being aware of the effects of gender differences, using effective strategies to help their younger student, creating well formulated strategies with regard to communication with learners, their corrections and questions in the classroom and using effective strategies to help learners manage the effective communication.

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