

NON-LINGUISTIC ASPECT CAUSED STUDENTS' FOREIGN LANGUAGE ANXIETY IN SPEAKING ENGLISH

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Abstract: This study identifies the causes by which English-speaking learners encounter anxiety when learning a foreign language, especially English. There has been a lot of research on students' anxiety when speaking English, but little research has been done on students' anxiety when speaking a foreign language due to non-linguistic causes. Therefore, this research was being conducted to address the informational gap. In order to investigate the anxiety of English-speaking students with upper intermediate ability levels, a qualitative case study research methodology was adopted in the study. 22 English Education Department from FITK IAIN Sultan Amai Gorontalo took part in the investigation. The Foreign Language Anxiety Scale (FLAS) was used to quantify student anxiety levels, while unstructured interview tools were used to investigate the reasons for student-language anxiety. The triangulation approach was used to select data pertaining to the cause of FLA, present the data from the interview results, and draw inferences from the study findings. The findings indicated that three non-linguistic factors contributed to students' anxiety about speaking English language. First, they felt worried to speak in front of the class and answered the lecturer's questions voluntarily. Second, they felt worried did not understand what the lecturer was talking about. Third, they felt worried did not prepare before the lesson started. It can be concluded that either linguistic or non-linguistic factors can contribute to students' nervousness when speaking English as a foreign language. This research suggests that the lecturer should accommodate students' anxiety by using the right methods and material.

Keywords: *non-linguistic aspect; students' foreign language anxiety; students' in upper-intermediate proficiency level.*

INTRODUCTION

Foreign language anxiety is a type of anxiety that is experienced by individuals when learning, speaking, or interacting in a foreign language classroom (Indrianty, 2016; Chang et al., 2017; Djaguna & Basri, 2020; Baran-Łucarz, 2014; Pappamihiel, 2002). Foreign language anxiety is generally conceptualized as a type of anxiety that arises when an individual is exposed to a foreign language in a context in which they are expected to interact with that language.

The scholars agreed that foreign language anxiety (henceforth called FLA) is caused by a combination of factors, such as a lack of

confidence (Tanveer, 2016; Asih, 2012), fear of making mistakes and anxiety about being judged by others (Djaguna & Basri, 2020). Additionally, it can be exacerbated by cultural differences, unfamiliarity with the language and its grammar, and the social and cultural contexts of the language-learning environment (Ariani et al., 2012).

Some scholars who concerned with foreign language anxiety include John C. Richards, who developed the Foreign Language Classroom Anxiety Scale (FLCAS). He developed the FLCAS to measure foreign language anxiety in language learners. This scale consists of 12 items that are

rated on a 5-point Likert scale, ranging from 'not at all anxious' to 'extremely anxious'. The scale measures anxiety related to speaking, listening, reading, and writing in a foreign language, as well as anxiety related to the classroom environment (Richards & Richards, 2010).

Zoltán Dörnyei who introduced the concept of motivational anxiety to describe the anxiety that arises when an individual is attempting to perform a task that is seen as important, or for which they have high expectations. This type of anxiety is often experienced when learning a foreign language, as the learner may feel pressure to perform well and be judged harshly if they make mistakes (Dörnyei, 2016).

Stephen Krashen, who proposed the Affective Filter Hypothesis, he states that anxiety can create an "affective filter" that blocks language input and inhibits language learning. This hypothesis suggests that anxiety can be a barrier to successful language learning, as it can interfere with the learner's ability to process and retain information (Du, 1985; Wang, 2020; Zen & Apriana, 2015).

Additionally, researchers such as David A. Young and Diane J. Tedick have explored the effects of foreign language anxiety on language learning and how it can be addressed in the classroom. Their research has focused on the impact of anxiety on language learning as well as how teachers can create a supportive classroom environment that reduces anxiety and allows learners to feel comfortable speaking in the target language (Hutabarat & Simanjuntak, 2020).

Foreign language anxiety is a phenomenon of students' speaking abilities. The phenomenon was realized as one of the main obstacles to be overcome by teachers. In his research (Bai, 2023) found that foreign language anxiety causes students' participation in speaking; they are reluctant to speak. The students forgot what to say because of worry and nervousness. In line with, (Andriani et al., 2023) found that foreign language anxiety attacked the students' bravery in speaking in front of others. Most of the participants in her research said that they were anxious to speak in front of others because they worried about being laughed. The other research was conducted by Alaofi & Russell (2022) identified that foreign language anxiety disturbed teacher and student interaction in the classroom. This situation happened because the students felt worried about having negative evaluations from the teacher. Based on these facts, it's vital to investigate the factors that cause FLA, so it'll be easy to find a solution.

Since the non-linguistic factors that cause foreign language anxiety have been extensively studied, this study has come to provide a new insight: that non-linguistic factors also have the same effect on students' foreign language anxiety.

Those concepts above brought some researchers to investigate the foreign language anxiety in teaching and learning process. It began in the 1970s and 1980s, when researchers first began to investigate the affective factors that influence language learning. Horwitz (1986) is a popular scholar who defined foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process (Pamungkas, 2018; Khusnia, 2016; Marwan, 2008).

Since then, there has been a significant amount of research on the topic, including studies on the causes and effects of foreign language anxiety (Sinadia & Ngingi, 2023; Usman et al., 2018). Its relationship with other variables such as motivation and personality (Ariani et al., 2012; Dörnyei, 2016; Peng et al., 2023), and various approaches for reducing anxiety in language learners (Hernández, 2022). The research results indicated that students' foreign language anxiety can be caused by linguistic aspect such as lack of vocabulary, communication apprehension, and lack of pronunciation. It is also caused by non-linguistic aspect. However, the research which was given clear classification about linguistic aspect and non-linguistic aspect was rarely. Therefore, this research came to stipulate the gap of knowledge.

It investigated the factors of students' foreign language anxiety was focused on non-linguistic aspect. By identifying the factors that cause foreign language anxiety, teachers can provide appropriate treatment in learning foreign languages, especially English. Teachers can develop learning methods, strategies or models according to the FLA characteristics experienced by learners.

The non-linguistic aspect factors of students' FLA in this research referred to the aspects of teaching that are not related to the linguistic aspects being taught. Non-linguistic aspects are related to students' performance, such as speaking in front of other students. Students' active participation in answering lecturer question voluntary. Students' motivation in preparing their selves before the class. These three are important elements for successful learning. If students feel anxious in facing the learning process, it will significantly

affect their performance, participation, and motivation.

Teacher has to give full attention to the non-linguistic aspect when teaching foreign language, such as English. He/she has to realize that learning environment can reduce students' foreign language anxiety (Brown, 2007; Scarino, 2009; Trang, 2013). Learning environment has some functions in teaching and learning process, such as teaching English as foreign language (EFL). They are facilitating engagement, enhancing learning, fostering collaboration, managing classroom behaviour, creating inclusivity, encouraging creativity and innovation, and encouraging creativity and innovation.

Therefore, this research answered two research questions. First, what were the non-linguistic factors that influence the students' foreign language anxiety on the upper intermediate proficiency level? Second, what factors have the most influence the students foreign language anxiety on the upper intermediate proficiency level?

There were two aims of this research. First, to identify the factors that cause foreign language anxiety. Second, to elaborate on which factors are the most important in students' foreign language anxiety.

METHOD

This research used qualitative research approach. Qualitative research is a research approach that is concerned with understanding social phenomena from the perspectives of the individuals involved in those phenomena. It is used to gain insights into individuals' experiences and perspectives, and to generate theories that can guide future research. According to John W. Cresswell, qualitative research is an approach to inquiry that focuses on understanding the meanings and interpretations of individuals in their natural settings (Valdellon & Lovitos, 2022). This type of research is often used to explore topics such as attitudes, beliefs, and behaviors. Qualitative research typically uses a variety of methods, such as interviews, focus groups, participant observation, and document analysis.

The design of this research used case study. A case study design is a research method that focuses on in-depth analysis of a particular case or a group of cases. The focus of a case study design is to gain a deep understanding of the case or cases under investigation, often by collecting and analysing multiple sources of data, such as interviews, observations, documents, and artifacts (Indrianty,

2016; Pole, 2000; Rahim, 2023). The FLA case that students in English courses encountered was examined in this study. The case study was useful in helping the researcher evaluate the issue of students' anxiety related to learning a foreign language.

Twenty students from the English Department of FITK IAIN Sultan Amai Gorontalo who were enrolled in an upper-intermediate speaking class participated in this study using purposive sampling.

The research data was collected using the FLA scale questionnaire released by Howirtz (1986). On a scale of strongly agree to very strongly disagree, there were 22 statements. Following the completion of the questionnaire by each participant, the researcher examined the data and organized it in a table. As a result, three statements were identified where the majority of participants strongly agreed. The origins of three of the claims were discovered through an open interview.

This research uses triangulation method in three steps: reducing data, displaying data and concluding data. The lift data was analyzed by sorting out the number of statements most approved or disapproved by participants, at this stage the researchers issued the statement on the least selected lift by the participants. The displaying stage is done by showing the statement based on most answers by participants. The data displayed in table form is summarized in statement form. Thus, the results of the research can be described clearly.

RESULTS AND DISCUSSION

The results of data analysis have produced answers to the research questions presented. The first research question was what did the non-linguistic factors that affect foreign language anxiety of the students of English Education Department FITK IAIN Sultan Amai Gorontalo on the upper intermediate proficiency level? Second, what factors have the most influence on foreign language anxiety of English Education Department FITK IAIN Sultan Amai Gorontalo on the upper intermediate proficiency level?

Factors causing FLA for learners of English at the upper intermediate proficiency level

The students of English Education Department of FITK IAIN Sultan Amai Gorontalo on the upper intermediate proficiency level experienced FLA. They felt, when they know that they are going to be called on in language class. The feeling of anxiety arises because they were worried that they

could not do what the teacher tells them to do as well as they can. They also feel anxious if they cannot understand what is told or explained by the lecturer. Fifty percent (50%) agreed when they gave response to the statement “It frightens us when we don't understand what the teacher is saying in the foreign language”. Sixteen-point seven percent (16.7) strongly agree and fifty percent (50%) agree to the statement “I get nervous when I don't understand every word the language teacher says”.

The students felt anxious if they could not do anything during the teaching and learning process. They felt stagnant and frozen in their seat. All the memories about the material had gone. Fifty percent (50%) students agreed when they made statement “during language class, I find myself thinking about things that have nothing to do with the course”.

The students felt anxious they did not prepare their selves in English class. They had to prepare the vocabulary of the topic given and the content of the topic. There were thirty-three-point three (33.3) percent of students strongly agree and thirty-three-point three (33.3) percent agree when they asked about the statement “I start to panic when I have to speak without preparation in language class”. The students also got anxious when they did not have preparation and the lecturer gave them questions. There were fifty percent (50%) students confirmed that “I get nervous when the language teacher asks questions which I haven't prepared in advance”.

The students experienced anxious in English language classroom because they worried about having bad score. There were sixteen-point seven percent (16.7) strongly agree and sixty six point seven percent (66.7%) agree to the statement “I worry about the consequences of failing my foreign language class”. The students also felt nervous when they forget what they have known in their English class. There were (16.7) strongly agree and sixty-six-point seven percent (66.7%) agree to the statement “In language class, I can get so nervous I forget things I know”.

The students of English Education Department of FITK IAIN Sultan Amai Gorontalo on the upper intermediate proficiency level experienced FLA because they worried to speak in front of other students. There were sixteen-point seven percent (16.7 %) strongly agree and fifty percent (50%) agree about the statement “I feel very self-conscious about speaking the foreign language in front of other students”. Therefore, they felt anxious to be volunteer answer the lecturer's question. There were fifty percent (50%) students strongly agree with the statement “It embarrasses me to volunteer answers in my language class”. There were fifty percent (50%) strongly agree and sixteen-point seven percent agree about the statement “It embarrasses me to volunteer answers in my language class”.

The factors causing FLA for learners of English at the upper intermediate proficiency level was displayed in the following.

Table 1. The factors of students' foreign language anxiety experienced by the students of English Education Department of FITK IAIN Sultan Amai Gorontalo on the upper intermediate proficiency level

No	Indicators	Response				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	I tremble when I know that I'm going to be called on in language class.		33.3	33.3	33.3	
2	It frightens me when I don't understand what the teacher is saying in the foreign language.		50	33.3	16.7	
3	During language class, I find myself thinking about things that have nothing to do with the course.		50	33.3	16.7	
4	I start to panic when I have to speak without preparation in language class.	33.3	33.3	16,7	16,7	
5	I worry about the consequences of failing my foreign language class.	16.7	66.7		16.7	
6	In language class, I can get so nervous I forget things I know	16.7	66.7	16.7		
7	It embarrasses me to volunteer answers in my language class.	50	16.7	33.3		
8	I feel very self-conscious about speaking the foreign language in front of other students	16.7	50	33.3		
9	I get nervous when I don't understand every word the language teacher says	16.7	50	16.7		16.7
10	I get nervous when the language teacher asks questions which I haven't prepared in advance		50	50		

The table above showed that there were several things that make students of English Department of FITK IAIN Sultan Amai Gorontalo at the upper intermediate proficiency level experience FLA. First, they felt worried if they had to speak in front of the class and answered the lecturer's questions voluntarily. Second, they felt worried if they do not understand what the lecturer is talking about. Third, they felt worried if they did not prepare before the lesson started. Fourth, students felt worried if they would get a bad score.

Factors have the most influence on students' foreign language anxiety

The results showed that the main factors causing FLA in students of English Department of FITK IAIN Sultan Amai Gorontalo at the upper intermediate proficiency level were answering lecturers' questions voluntarily and speaking in front of classmates. There were fifty percent (50%) strongly agree and sixteen point seven agree about the statement It embarrasses me to volunteer answers in my language class. There were sixteen point seven percent (50%) strongly agree and fifty percent (50%) agree about the statement I feel very self-conscious about speaking the foreign language in front of other students.

The results showed 3 (three) non-linguistic aspect factors that caused the students' FLA and the main factor that caused the students' FLA was students' fear of speaking in front of classmates and in front of the teacher.

This research reflected that non-linguistic factors affect the students' foreign language anxiety (Gonzales et al., 2010; Gannoun, 2023). Non-linguistic aspect in teaching English as foreign language refers to the non-verbal of language teaching itself. It involved the students' participation (Adam, 2018; Hutabarat & Simanjuntak, 2020; Indrianty, 2016), the students' performance (Pamungkas, 2018; Tal & Kedmi, 2006), and the students' motivation (Dörnyei, 2016; Gannoun, 2023; Baran-Łucarz, 2014). The findings of this study imply that the non-linguistic aspect makes the same contribution as the linguistic aspect to students' foreign language anxiety. The phenomenon was realised as one of the main obstacles to be overcome by teachers. In his research (Bai, 2023) found that foreign language anxiety caused students' participation in speaking, they are reluctant to speak. The students were forget what to say because of worry and nervousness. In line with, (Andriani et al., 2023) found that foreign language anxiety attacked the students' brave in speaking in front of others. Most

of participants in her research said that they were anxious to speak in front others because they worried to be laughed. The other research was conducted by Alaofi & Russell (2022) identified that foreign language anxiety disturbed teacher and students interaction in classroom. This situation happened, because the students felt worry to have negative evaluation from the teacher. Considering these facts, it's critical to look into the causes of FLA so that a solution can be found.

Regarding the substantial research on the non-linguistic elements that contribute to foreign language anxiety, this study offers a novel insight: these non-linguistic characteristics also have an impact on students' foreign language fear.

For foreign language teachers, in particular language skills teachers, non-linguistic issues should be a focus. The teacher should consider to create effective TEFL instruction. They have to be able to build a positive learning environment and to ensure that the meaning of the language being taught is clearly understood.

These three aspects are essential elements that must be considered by the teacher. Thus, learning will take place pleasantly and get the attention and active participation of students. If learning is fun, then students' anxiety in learning will be reduced or even disappear. The positive impact of enjoyable learning on students' anxiety also applies to foreign language learning. The learning atmosphere is an important point that must be created. The learning environment is a critical factor in teaching as it can greatly impact students' engagement, motivation, learning outcomes, and overall educational experience. A well-designed learning environment should facilitate engagement, enhance learning, foster collaboration, promote inclusivity, manage classroom behaviour, and encourage creativity and innovation among students (Dewaele, 2016).

The learning environment encompasses the physical, social, and emotional aspects of the setting in which teaching and learning take place, whether it's a classroom, an online platform, or any other educational context. Some functions of the learning environment in teaching as follows:

Facilitating Engagement. A well-designed learning environment can stimulate student engagement and motivation, making them more receptive to learning. An environment that is visually appealing, organized, and conducive to learning can create a positive atmosphere that encourages active participation and interaction among students.

Enhancing Learning. The learning environment should be designed to support the instructional

goals of the lesson or curriculum. Resources such as textbooks, technology, and other instructional materials should be readily available, and the layout of the physical space should be conducive to the types of activities planned for the lesson. A well-designed learning environment can help students focus, concentrate, and process information effectively.

Fostering Collaboration. The learning environment can facilitate collaborative learning, where students work together to solve problems, engage in discussions, and learn from each other. An environment that encourages collaboration, such as group seating arrangements, breakout spaces, or online discussion forums, can foster teamwork, critical thinking, and social skills among students.

Creating Inclusivity. An inclusive learning environment promotes diversity, equity, and inclusivity, ensuring that all students feel welcomed, respected, and valued. Teachers can create an inclusive environment by considering students' diverse needs, providing accessibility accommodations, and promoting a culture of inclusivity and mutual respect among students.

Managing Classroom Behaviour. The learning environment plays a role in managing classroom behaviour and creating a positive classroom culture. Clear expectations, rules, and routines can be established to create a safe and respectful learning environment. Teachers can also use classroom management strategies, such as seating arrangements, visual cues, and behaviour reinforcement techniques, to promote positive behaviour and prevent disruptions.

Encouraging Creativity and Innovation: A conducive learning environment can inspire creativity and innovation among students. Teachers can provide resources, materials, and tools that encourage students to think critically, solve problems, and express their ideas freely. An environment that encourages experimentation, exploration, and innovation can help students develop creativity and critical thinking skill.

As a result, since language learning began to be taught formally, many teaching methods have been used. The aims of adopting these methods were to increase student performance, improve student motivation, and enhance student participation. Teachers had to create a conducive learning atmosphere. Although teachers realise that performance, active participation of students is an element of assessment of students' ability to use the foreign language taught. Teachers must create strategies that allow students to feel comfortable to

show their abilities. Teachers must find teaching strategies or techniques that make students feel comfortable when suggesting answers from lecturers. Teachers must be able to reduce or eliminate students' feelings of anxiety when they have to speak in front of the class. using effective teaching techniques can help reduce foreign language anxiety among students. some techniques can be effective in teaching and learning English as foreign language (EFL):

Encourage Communication: Teachers should encourage students to communicate in English by creating a safe and non-judgmental classroom environment. Teachers can also use communicative language teaching (CLT) approach, which emphasizes communication and interaction among students.

Build Confidence. Teachers should focus on building students' confidence by providing positive feedback, praising their efforts, and creating opportunities for success.

Provide Clear Instructions. Teachers should provide clear and concise instructions to avoid confusion and anxiety among students.

Use Visual Aids. Teachers can use visual aids such as pictures, videos, and diagrams to help students understand new concepts and reduce their anxiety.

Incorporate Technology. Teachers can incorporate technology such as online games, videos, and interactive quizzes to make learning more engaging and reduce anxiety.

Be Supportive. Teachers should be supportive of their students and provide extra help when needed. They can also encourage students to seek help from their peers.

Encourage Self-Study. Teachers should encourage students to study English outside of class by providing them with resources such as books, websites, and language exchange programs.

By incorporating these techniques into their teaching, teachers can help reduce foreign language anxiety and create a positive learning environment for their students.

The alternative teaching and learning technique can be enhanced to reduce students' FLA is small group discussion technique (Naughton, 2016; Dixson, 2010). It has some positive impact of reducing FLA. They are active participation, collaboration and teamwork, enhanced learning, increased engagement, flexibility and adaptability, and empowerment and inclusivity.

Small group discussions encourage active participation from all members of the group. Each member has the opportunity to voice their ideas,

opinions, and concerns, and contribute to the discussion. This helps to ensure that multiple perspectives are considered and that all members have a chance to engage in the conversation. Small group discussions promote collaboration and teamwork among group members. Members work together to generate ideas, solve problems, or make decisions, pooling their knowledge, skills, and experiences. This fosters a sense of collective ownership and accountability, leading to better outcomes and solutions.

It provides an opportunity for peer-to-peer learning. Members can share their knowledge, insights, and perspectives, which can result in a richer and more diverse understanding of the topic or issue being discussed. This can lead to improved learning outcomes and a deeper understanding of the subject matter. It also can be more engaging for participants compared to other forms of instruction, such as lectures or presentations. The interactive nature of small group discussions, where members actively participate and contribute, can help to maintain interest and motivation, leading to higher levels of engagement.

CONCLUSION

Foreign language anxiety is a type of anxiety that is experienced by individuals when learning, speaking, or interacting in a foreign language classroom. Foreign language anxiety is generally conceptualized as a type of anxiety that arises when an individual is exposed to a foreign language in a context in which they are expected to interact in that language. It can be caused by linguistic aspect, such as lack of vocabulary and lack of pronunciation. It also can be caused by non-linguistic aspect, such as students' performance to speak in front of other students. Students' active participation to answer lecturer question voluntary. Students' motivation to prepare their selves before the class. The most prominence factor of students' FLA was students' performance to answer lecturers' questions voluntarily and to speak in front of classmates. As a result, lecturer should pay full attention to the learning environment. Learning environment has emergence element to make teaching and learning process succeeded. It also happened in English foreign language classroom. Learning environment can be created by the lecturer. There were some functions of learning environment, namely facilitating engagement, enhancing learning, fostering collaboration, managing classroom behaviour, creating inclusivity, encouraging creativity and innovation, and encouraging creativity and innovation. The

learning environment can be created by enhancing some technique of teaching, such as encourage communication, build confidence, provide clear instructions, use visual aids, incorporate technology, be supportive, and encourage self-study. It also strongly suggested to use small group discussion technique. Small group discussion technique can encourage active participation, promote collaboration and teamwork, enhanced learning, increased engagement, has flexibility and adaptability, and empowerment and inclusivity. This research had found the result, however the research of FLA still leaved a question. What is the effective strategy to reduce students' FLA. Therefore, it suggested to research about the teaching strategy or teaching technique.

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