

The Work of Student's Nervousness in Learning English

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A B S T R A C T

The purpose of this study is to investigate the role of students' anxiousness in studying English at Madura University. The population consists of English Department students. This study employs an ex-post facto research method, using a quantitative approach; it emphasizes how past behavior might be used to anticipate future events. The sample approach is proportional stratified random sampling. To analyse the data, a simple regression approach was applied. The study's findings reveal that the percentage of students who are anxious about studying English at Madura University's English Department is not very high, at 0.64 (64%). The degree of anxiety among students affects their ability to produce English. Those with low levels of anxiety will do better in English than those with high levels of anxiety. It indicates that teachers should give and support students with a pleasurable and exciting language environment in order to reduce their stress in language learning. It is required that academic society members, particularly those who are receptive to students' apprehension, emotional condition, and motivation in language acquisition.

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Introduction

Nervousness is a psychological and physiological state characterized by somatic, emotional, cognitive, and behavioral components (Amiruddin, Zumam, and Habibi 2023). Nervousness is an unpleasant feeling involving apprehension, distress, embarrassment, surprise, and dread. Nervousness is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system (Putri et al. 2022). Language nervousness is a form of situation-specific nervousness. Language nervousness as the worry and negative emotional reaction aroused when learning or using a second language. Language anxiety is characterized as a specific collection of self-perceptions, attitudes, feelings, and behaviors related to classroom language acquisition that arises as a result of the uniqueness of the language learning process. Language anxiety is also connected to other personal factors such as personality, temperament, and drive.

Students with the presence of nervousness will have feelings of fear, worry, discomfort, and horror. They are feeling of pressure and worry particularly connected with second language contexts. They are also dealing with a difficult situation in producing English. Students will have an unsafe situation to speak English when they are not enough acquisition. The nervousness of the language learner is caused by the difference between mature thought and young foreign and second language proficiency (Mohammad Amiruddin, Evha Nazalatus, and Muh. Darrin 2022). Nervousness is a cause or a consequence of poor achievement in second or foreign language learning. It will lead students' psychological stresses, such as the fear of losing self-confidence or

feeling substandard to others. Nervousness blocks the input of the second language from being understood and processed.

A Feeling of nervousness happened when the students thinking about grammar. Errors of grammar bring negative effects on students' nervousness level (Susanti et al. 2022) and (Rahimi and Tavakoli 2016). They will have no effort and motivation to speak English. Levels of nervousness actually depending on the individually different attributes, likes personality differences, age differences, different proficiency levels, or different types of motivation toward language learning. They are losing their skill to speak English; they are weaker than others. Students lead to produce English when they are not thinking about errors.

Teachers are contributing nervousness as well to their students. Teachers who accept as true their part is to correct students making any error, who have control over to their students, who think that the teacher should be more dominant and have more power than students, contribute to learner language nervousness (Nook et al. 2022). Teachers must minimize pupils' anxiety by providing suitable therapies and techniques of learning English. When pupils are apprehensive, it is difficult for them to learn from their professors (Juita 2021). Language teachers can utilize anxiousness and language acquisition to better understand language learning from the perspective of the learner. (Ratnasari and Amirullah 2022). Understanding language uneasiness allows students and teachers to be aware of their pupils' level of comfort, allowing them to avoid negative anxious feelings and carry out interventions that maximize learning. It is also critical for teachers to reduce pupils' anxious tension while they are studying. The amount of anxiety in their English classes and examinations is influenced by pressure.

This phenomenon also affects pupils. They communicate in English both inside and outside of the classroom. They communicate in English with their instructors and peers. They utilize English in both professional and casual situations. They do, however, have various reservations about generating English. They are generally more concerned about speaking with their professors and in formal situations than they are about communicating with their classmates and in informal situations. In that scenario, they have frequent pauses, are unsure, and are losing their thoughts. Students in the English department frequently repeat their phrases and sentences and go quiet. They are quite apprehensive to use English as a medium of conversation rather than a test. They lack confidence in their ability to execute English without preparation, particularly in speaking English in public. Their face goes to panic. The teachers are crucial to students' nervousness level of their English. The teachers' personality, methods, techniques as well as approaches influence students' nervousness in producing English. Nervousness is one of the students' problems at the English Department of Madura University. Their hesitation influences on the process of learning English. They have poor performance in English when they feel nervous. It is main to discuss more the part of students' worry level in learn English at the English department of Madura University.

Students feel uncomfortable when studying English; they are afraid to express themselves to their classmates and professors, especially in a formal language context. They are constantly repeating phrases and sentences and becoming mute in front of the class when delivering their work. Their main issue is hesitancy in English language acquisition; they do not explore their thoughts in English immediately or rapidly because they are afraid or uncertain. Interaction in English produces anxiety and worry, especially when they are in a formal position. When it comes to producing English, students are often nervous. The study's purpose is to examine the influence of students' anxiety in learning English. The following is the research question: What is the amount of students' anxiousness while studying English?

Research Method

This study's family is quantitative. The data is numerical, and statistical analysis is used. This study takes an ex-post facto approach. This investigates probable cause-and-effect links by examining an existing condition or state of affairs and looks for plausible causation variables back in time. (Darlington and Scott 2020). This study is attempting to determine the likely preceding circumstances of students' anxiousness level when studying English. This research investigates a circumstance that occurred; it has no control and manipulated groups.

Participants in the research are English Department students. They are made up of second, fourth, and sixth semester. Eleven are from the second, ten from the fourth, and ten from the sixth. They are the students who have been selected as subjects.

There are three categories of students. They are grouped in strata. The student subgroups are proportional. Each group's size is expanding at the same rate. They have an equal number of participants in each category. As a result, proportional stratified random sampling is used as a sampling approach. The study's subjects are 31 students. They represent each category. During an interview, the researcher distributes questioners and tests to the students to determine their degree of anxiety and English competence.

Questioners and interviews are employed to acquire data. As backup data, observations and items are employed. In this study, questionnaires are used to acquire information regarding the level of anxiety among Madura University students. The students' replies are on a Likert scale. The questionnaires ask pupils both positive and negative questions. The interviews are also used to assess students' English aptitude levels, such as fluency, accuracy, accent, vocabulary, and grammatical structures. The purpose of the observation and recording is to uncover and record information about students' activities connected to their anxiety while studying English.

Questions in questioners and tests given to students using interviews focus on their uneasy sentiments of unease or worry about their English learning, as well as their emotional states during the teaching and learning process. The inquiries include their motivation as well as the impact of their effective elements on their English. Furthermore, topics in the inquiry examine the impact of social influences on their learning.

The data in this study were analyzed using a simple regression methodology. The SPSS report 16 program for Windows is used in this investigation. Checks for normality and linearity are made before doing simple regression. It analyses the relationship between the amounts of two continuous variables. It focuses on the examination of a solitary predictor variable. It looks into the degree of anxiety that students feel when studying English. (Sawaludin, Pammu, and Sahib 2021) assert that solidarity in language teaching have a positive impact on the success of language learning since it provides equality and make the students communicate in English with no nervousness. In order to decrease the students' anxiety, the teachers provide some treatments, providing and designing the comfortable class such as the chair management in discussion, interaction with the concept student-teacher closeness, and giving them opportunities to speak English with considering any mistakes, errors, etc.

Result and Discussion

At Madura University's English department, a questionnaire is used to collect data on students' anxiousness levels. According to the statistical description, 47.2 is the mean, 47 is the median, and 7.73 is the standard deviation.

According to the results of the SPSS, students at Madura University have a lot of uneasy feelings of uneasiness when learning English. Students lack confidence in speaking English in front of the class and participating in class discussions. They are concerned about making language and spelling mistakes while communicating with their professors; also, In the course of discussion and presentations, they frequently hesitate and occasionally forget their language and thoughts. They feel uncomfortable the entire exam.

The statistics on students' English learning were acquired through an English spoken exam and an interview. The descriptive statistics show 47.3. It is a mean result, a median of 47, and a standard deviation of 12.5.

The results of the SPSS demonstrate that pupils communicate frequent social needs as well as partial work requirements. They can hold a conversation about current affairs, work, and family with no hesitancy. They do not have the confidence to talk in public.

This study employs a normality test to become acquainted with the data in the normal distribution. When the test ($P > .05$), the sample distribution is normal; nevertheless, when ($P.05$), the sample distribution is non-normal. The following table tells the consequence of the test.

Table 1. Normality Test Result

		Nervousness	English
N		31	31
Normal Parameters ^a	Mean	47.2581	47.3452
	Std. Deviation	7.73722	12.51215
Most Extreme Differences	Absolute	.128	.141
	Positive	.128	.141
	Negative	-.076	-.118
Kolmogorov-Smirnov Z		.714	.787
Asymp. Sig. (2-tailed)		.687	.566

If the ($P > .05$), it indicates linearity test; however, it describes un-linear if ($P < .05$). Table 2 shows test of linearity

Table 2. The Linearity Test Summary

Variable	Linearity	Probability (p)	Criteria	Explanation
X – Y		0, 117	0, 05	Linier

The part between students' nervousness (X) and English Learning (Y) at English Department is positive and significant. Table 3 presents the production of simple regression.

Table 3. Varian Analysis of Linear Regression

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	299.609	1	299.609	1.976	.170 ^a
	Residual	4397.007	29	151.621		
	Total	4696.617	30			

Table 3 indicates that sig. (p) is significant. So, linear/simple regression proposed estimate the part of students' nervousness (X) in English learning (Y) at English Department ty.

It can be said that there is a positive and significant part of students' nervousness at the English department of Madura University (X) in learning English (Y).

The coefficients variable in table 4 presents the estimation of the independent variable.

Table 4. The coefficients' summary

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	28.043	13.908		2.016	.053
	Nervousness	.408	.291	.253	1.406	.170

Table 4's coefficients show that $b_0 = 28.043$ and $b_1 = 0.408$. The regression model formula is as follows.

$$\hat{Y} = 28.043 + 0.408$$

Because the representation is significant, the guess, computation, and inferential facts adhere to the form. Table 5 describes the adjusted R square score, which indicates the amount of the estimation shown in R square score. Its' score is for the work of (b_0), with the goal of obtaining an adjusted R2 score. It depicts the variation of students' anxiousness levels in English learning at Madura University's English Department, however the remaining 68% (100% - 32%) are due to another reason.

Table 5. The coefficients' determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.253 ^a	.064	.032	12.31345

Students who are learning English express feeling uneasy and worried, according to the statistical descriptive analysis on anxiety. In front of a crowd, students lack confidence in their abilities to speak English. When writing in English, they struggle with hesitation, errors, and a sense of grammatical imperfections. Furthermore, they frequently stumble over their words and lose their train of thought while speaking or presenting. They feel uncomfortable the entire exam.

According to statistical descriptive study of English proficiency, students are capable of joining ordinary societal expectations and constrained professional demands. They can carry on a normal discussion about current events, their employment, and their families, but their hesitancy remains; they still lack confidence. They have the confidence to speak English in front of their group, but not in public.

Students' nervousness levels in producing the English language consider their success in English learning. Students with low nervousness level to speak English are more successful in language learning. The study of (Zumam and Amiruddin 2023) studying research on high school students' English learning nervousness states that the success of students in learning language influenced by their nervousness. High nervousness plays a somewhat debilitating role in students' language learning (Alibec 2017) and (Demir and Zaimoglu 2021)

The nervousness of students causes by many factors such as teachers, lack of motivation, and self-confidence of the students to speak in front of the class. (Zahid 2014) talking about a foreign language Despite knowing English grammar, students studying English language and literature in Turkey report feeling uneasy about their lack of motivation, lack of self-confidence,

and lack of speaking practise. Additionally, he claims that instructors are crucial in shaping students' educational experiences and making learning relevant for them.

Students are influenced by their nervousness level in producing the English language. Nervousness affects on their success in learning English. Students who can decrease their nervousness will have more success in communication with English than who are not (Article 2020), (Zahid 2014) , (Şenel 2016) , and (Mojerloo 2018). Their levels of nervousness are not high when they have high motivation, self-confidence, and enough input in English. Students at English Department of Madura University motivate to speak English and explore their English to their teachers and peers when they have a closeness to their teachers. Their closeness helps them to get lower nervousness level. (Kordja 2020) discussing teacher-student closeness in learning English state that students' nervousness levels do not increase when they close to their teachers. They are not afraid to speak and communicate in English as well as they do not think about the errors and mistakes. They think that exploring their English is more important. It crucial for the teachers to design the comfortable classroom for the students since the students with poor ability in English have higher nervousness. In addition, the students who experience bullying have more nervousness than those who are not.

Nervousness is an emotional problem influencing the students' performance in English. Students experience nervousness in practicing English caused by poor language acquisition. They need more exploration in English to uncover their nervousness level. (Nawas 2020) discussing nervousness in English language learning assert that it is essential for the teachers to encourage the students to practice English inside and outside the classroom; the learners should be given spirit to communicate to native speakers in a more informal context such as social networking to enhance and to get meaningful input. Teaching models of the teachers consider to reduce the nervousness level of the students. (Neff and Neff 2007) in their study also state that the model of tests provided by the teachers mediating the students' nervousness in language performance.

(Rahmat 2018) asserts that certain students' linguistic anxiety may be caused by their perfectionist inclinations. They found that nervous students exhibit many of the same symptoms as perfectionists, and that these characteristics have the potential to make language acquisition unpleasant. This result is supported by the fact that anxious learners were less delighted with their triumphs and were more concerned about their mistakes than non-anxious learners who celebrated modest victories.

It is important for students of English Department of Madura University to have low hesitant. Their effective factors such as motivation, emotional state, etc affect on their proficiency level in English. They are better in English when they are able to manage their affective variables well. (Amiruddin et al. 2023) find that high proficiency language learners are well-balanced, emotionally stable, less instrumentally motivated, and less anxious. Nervousness can discontinue the running of information into learner's cognitive processing system. It also influences the rate and precision of learning as well as the quality of communication. It disturbs students' self-esteem or self-confidence. Students with high nervousness often perform at lower levels than those with lower nervousness.

Their target language is English. The language environment relates to how teachers conduct the teaching-learning process, what pupils see and hear while learning, language models, and so on. They have an impact on how they manage their nerves in order to succeed in English. (Mohammad Amiruddin, S. S. Evha Nazalatus, and Muh. Darrin 2022) provide six potential reasons of linguistic anxiousness are identified from three perspectives: the learner, the teacher,

and the instructional practice. He contends that (a) personal and interpersonal uneasiness, (b) learner attitudes about language learning, (c) instructor beliefs about language teaching, (d) instructor-learner interactions, (e) classroom procedures, and (f) language testing produce language anxiousness. Language anxiety is created by the student, the instructor, and the classroom, or by their interaction. As a result, high levels of language anxiety are related with low levels of academic accomplishment in second/foreign language acquisition, and learners with greater levels of language anxiety tend to avoid interpersonal interactions more frequently than less anxious learners.

Foreign language anxiousness is distinct from first language learning problems and should be recognized as a significant barrier to language acquisition. Anxious students believe that their linguistic abilities are inferior to those of their peers. Language learners may feel more uncomfortable when their instructors believe that their job is to continually reprimand students and that having them work in pairs will cause the classroom to become messy. The likelihood of creating unease decreases the friendlier and more relaxed the environment is for language instruction. Students think that formal language instruction is the main cause of their anxiety and worry because it demands that they concur with reality or what is true. Their emotional factors are influenced by their environments. Teachers' speech style, methods, etc consider giving the effects on nervousness levels. Consequently, it is important for teachers to encourage the physical settings of instruction and motivate helpful and responsive mood. This study is in addition supported by (Zumam and Amiruddin 2022) in his study about the function of social distance between teachers and students in English competence examines the students' motivation and anxiousness level in English language learning.

Students who are extremely uncomfortable are terrified of making errors in front of their professors and peers. Presentations in front of the class can cause anxiety, making them difficult in the classroom. Panic of testing is another kind of anxiety that stems from the educational setting, where pupils' proficiency in the target language is constantly measured. Students who have deficient skills due to learning barriers are often concerned about their anxiousness. Due to exam anxiety, students often choose the incorrect response. Students who are anxious about learning a foreign language show preventive behavior. To establish a low-anxiety environment for the students in the classroom, it is critical to identify the root reasons of their anxiety and minimize its negative consequences on language learning. Teaching learning process provided by the teachers facilitates the students in their L2. It is essential to compare activities in language teaching with the purpose of obtaining an efficient and effective atmosphere in learning the target language. Efficient and effective activities in language learning help students overcoming from their nervousness in language learning. It helps them to get their proficiency level in English. They use English with no nervousness when are communicating with their teachers and peers as well as the formal and informal environment. (Susanti et al. 2022) support that offering effective teaching learning process to pass up the students' hesitant; teachers should arrange tasks that can arouse students' thinking processes.

Students who are anxious think their language skills are less than those of their peers. Learner language anxiety may be exacerbated by instructors who feel their role is to constantly chastise pupils and who forbid pairs work because they fear the class will go out of control. (Al-Jarf 2022). The atmosphere in a language classroom is more pleasant and relaxed the less tense it is. Due to the pressure placed on them to accept the truth, pupils think that formal language classroom settings are the main cause of mental tension and stress.

The nervousness levels of students in generating English language assess their achievement in English learning. Students who are less anxious to speak English get greater achievement in language acquisition (Nook et al. 2022). Nervousness influences pupils' language learning performance. High nervousness has a somewhat debilitating effect on kids' language acquisition (Ratnasari and Amirullah 2022).

When students get close to their professors, their nervousness levels do not rise. They are not frightened to talk and communicate in English, and they do not consider blunders and mistakes. They believe that practicing English is more vital. It is critical for teachers to develop a comfortable classroom environment for their pupils since students with little English proficiency experience more nervousness (Mihai et al. 2022). Perfectionist attitudes may contribute to the students' linguistic nervousness. They concluded that worried students exhibit numerous parallels to perfectionists, and that these characteristics have the potential to make language acquisition unpleasant. Anxious learners were less delighted with their triumphs and were more concerned about their mistakes than non-anxious learners who celebrated modest victories. Anxious students have many parallels to perfectionists, and these traits have the potential to make language learning unpleasant. Anxious learners were less delighted with their triumphs and were more concerned about their mistakes than non-anxious learners who celebrated modest victories (Ikhwan and Andriyanti 2021).

Students who are struggling academically also take their anxiousness into consideration. Due to exam nervousness, students often choose the incorrect response. Students who struggle with language nervousness often act in a preventative manner. To give the pupils a low nervousness environment in the classroom, it is crucial to identify the sources of their worry and lessen its unintended consequences on language learning.

Conclusion

The study's findings and interpretations reveal that students' anxiousness has a positive and significant impact on their English proficiency level. In English, the quantity of anxiety labour is 0.64 (64%). Students that are apprehensive have difficulty performing in English. Meaningful input and investigation in English assist pupils in overcoming their anxiety. It means that teachers should give students with a teaching-learning method that reduces their anxiety level in order to assist students in receiving high-quality language competence in English. It is advised that members of the academic society, particularly instructors, are aware of the beneficial aspects to students' English learning.

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