

**English Language Anxiety Across Four Language Skills: A Study
of First-Semester EFL Learners at IAIN Curup**

THESIS

The Thesis is Submitted to Fulfill the Requirement For “Sarjana” Degree in
English Tadris Study Program



Written by:

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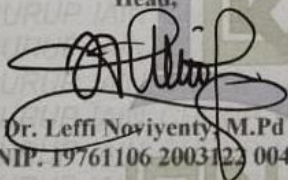
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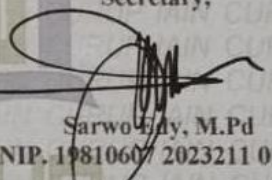
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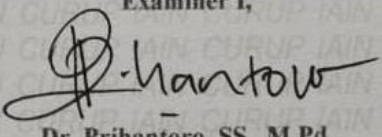
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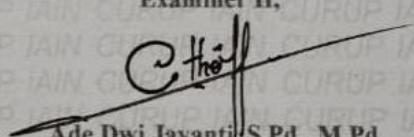

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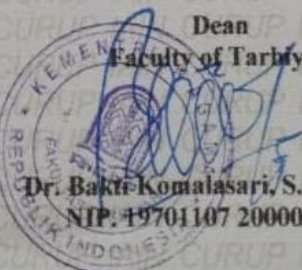
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Semoga Ibu selalu dalam Kesehatan dan lindungan dari Allah SWT. dalam setiap urusannya.

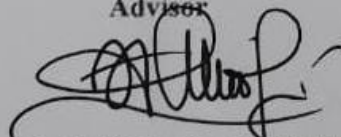
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Demikian permohonan ini kami ajukan, besar harapan kami agar Ibu dapat menyetujui hal ini, Terima Kasih.

Wassalamu'alaikum Warohmatullahi Wabarokatuh

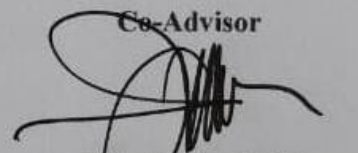
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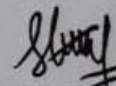
PREFACE

In the name of Allah SWT., the Most Gracious, the Most Merciful, I would like to express my sincere gratitude for His blessings, mercy, and guidance, which have enabled me to complete this thesis. This thesis is submitted as one of the requirements for obtaining the Sarjana degree in the English Tadris Study Program at IAIN Curup.

This research was conducted to identify the language skill with the highest of foreign language anxiety among first-semester EFL students in the English Tadris Study Program at IAIN Curup and to determine the main factors contributing to that anxiety. I became interested in this topic after noticing that many first-semester students felt nervous, lacked confidence, and were afraid of making mistakes while learning English. These observations encouraged me to explore foreign language anxiety and better understand the challenges students face in learning English.

I hope this research will be useful for lecturers, students, and future researchers in understanding foreign language anxiety in English language learning. I realize that this thesis is not perfect, so I sincerely welcome constructive suggestions and feedback for improvement.

Curup, July 2026
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The researcher finished this thesis entitled “**English Language Anxiety Across Four Language Skills: A Study of First-Semester EFL Learners at IAIN Curup**”. This thesis is obtained in partial fulfillment of the requirement for the Degree of strata 1 in the English Tadris Study Program of IAIN Curup. In conducting this thesis, the researcher received valuable contributions, guidance, help, support, and also motivation from a lot of participations. In this instance, the researcher would like to express the deepest appreciation to:

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2. **Mrs. Dr. Bakti Komalasari, S.Ag., M.Pd** as the Dean of the Tarbiyah Faculty at IAIN Curup.
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4. **Mrs. Dr. Leffi Nofiyenty, M.Pd** as my advisor who guides me in making this thesis to completion and has given me a lot of time and motivation. Allah blesses every step in your life inshaAllah.
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Finally, the writer realized that this thesis is still far from being perfect. So, the writer is really contented if there are criticisms or suggestions directly to the writer to make this thesis better and more perfect. Hopefully, the result of this research can give a beneficial contribution mainly for readers and English lecturers in the English Tadris Study Program.

DEDICATION

1. **To my beloved Father**, thank you for always supporting me, motivating me, and inspiring me to keep pursuing my education. Because of you, I have reached this point, and I hope this is only the beginning of my journey to make you proud.
2. **To my beloved Mother**, thank you for always listening to my worries, my doubts, and my frustrations. You were always there for me through your prayers. Because of your prayers, I was able to carry this responsibility through to the end.
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5. **To the Head of the English Tadris Study Program (TBI)**, I express my sincere gratitude to Ma'am Khoirunnisa, M.Pd, for her attention, support, and

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11. **Thank you to myself**, for never giving up even when everything felt overwhelming. There were moments when I doubted myself, felt exhausted, and questioned whether I was capable of finishing this journey. I am truly grateful that I had the opportunity to study at IAIN Curup, especially in the English Tadris Study Program. This place has given me far more than an education it has given me unforgettable memories, meaningful friendships, valuable lessons, and people who have become an important part of my life. Most importantly, I am proud of myself for making it this far. I dedicate this thesis to myself as proof that I am stronger than my fears, that I can overcome every obstacle, and that I am capable of finishing what I started.

MOTTO

YOUR LIFE, YOUR WAY

"Perjalanan hidup setiap orang berbeda. Meskipun jalanku tidak selalu sesuai dengan rencana awal, aku tetap memilih untuk terus melangkah dengan caraku sendiri hingga mencapai tujuan."

(Stefhanie Putri Cusa Gempar)

Quote By Someone:

“Because intelligence impresses, but kindness stays”

ABSTRACT

Stefhanie Putri Cusa Gempar : English Language Anxiety Across Four Language Skills: A Study of First-Semester EFL Learners at IAIN Curup

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Co-Advisor : Sarwo Edy, M.Pd

Foreign Language Anxiety (FLA) is a common problem experienced by students learning English as a foreign language, especially during the first semester of university. This study aimed to identify the language skill that causes the highest anxiety among first-semester students of the English Tadris Study Program at IAIN Curup and to find the main factors causing that anxiety. This research used a quantitative descriptive method. The participants were 59 first-semester students selected through total sampling. Data were collected using a 49-item questionnaire covering speaking, listening, reading, and writing anxiety. The data were analyzed using mean scores and frequency distributions. The results showed that speaking was the skill with the highest anxiety level ($M = 2.83$), followed by listening ($M = 2.82$), reading ($M = 2.44$), and writing ($M = 2.28$). The main factor causing speaking anxiety was linguistic competence concerns ($M = 2.99$), including worries about vocabulary, grammar, and pronunciation. The findings indicate that first-semester students feel most anxious when speaking English because they are afraid of making language mistakes. This study suggests that lecturers should provide supportive classroom activities and more speaking practice to help students reduce anxiety and improve their English communication skills.

Keywords: Foreign Language Anxiety, EFL learners, speaking anxiety, first-semester students.

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CHAPTER I

INTRODUCTION

A. Background of the Research

Foreign language anxiety (FLA) is widely regarded as one of the most influential affective factors in second and foreign language learning. Foreign language anxiety is conceptualized as a distinct and situation-specific form of anxiety that arises from the uniqueness of the language learning process rather than from general anxiety traits. It is characterized by learners' self-perceptions, beliefs, feelings, and behaviors related to classroom language learning, and is manifested as tension, apprehension, nervousness, and worry when learners are required to use the target language¹. Unlike general trait anxiety, FLA is context-bound and emerges specifically in situations such as speaking in front of peers, listening to unfamiliar speech, reading complex texts, or producing written work in the target language.

This anxiety tends to intensify during periods of significant life transition, such as students' entry into university. According to Schlossberg, a transition refers to any event or non-event that results in changes in relationships, routines, assumptions, and roles². Entering university represents such a transition because first-semester students must simultaneously adapt to new academic expectations, unfamiliar social environments, and new learner identities. For first-semester EFL students, these adjustments become more

¹ Horwitz, Elaine K., Michael B. Horwitz, and Joann Cope. "Foreign language classroom anxiety." *The Modern language journal* 70, no. 2 (1986): 125-132.

² Schlossberg, Nancy K. "A model for analyzing human adaptation to transition." *The counseling psychologist* 9, no. 2 (1981): 2-18.

challenging because they are also expected to function in English within formal academic contexts.

The convergence of these conditions the situational nature of foreign language anxiety and the adjustment demands of the university transition helps explain why first-semester EFL learners are particularly vulnerable to heightened anxiety. Krashen's Affective Filter Hypothesis further explains that affective variables such as anxiety, low motivation, and low self-confidence may raise an affective filter that prevents comprehensible language input from being effectively processed for acquisition³. Consequently, the emotional challenges experienced during the first semester may become a significant obstacle to successful language learning.

Taken together, these theoretical perspectives provide a coherent explanation for why foreign language anxiety is likely to emerge strongly among first-semester EFL learners and influence all four language skills. Speaking activities may provoke fear of negative evaluation; listening tasks may become stressful when learners encounter rapid speech or unfamiliar accents; reading activities may generate anxiety because of unfamiliar vocabulary and complex syntax; and writing tasks may trigger concerns about grammatical accuracy and academic writing conventions. From Krashen's perspective, each of these situations may increase the affective filter and reduce language acquisition efficiency.

Although these theoretical perspectives explain why foreign language anxiety is likely to occur among first-semester EFL learners, they do not

³ Krashen, Stephen. "Principles and practice in second language acquisition." (1982).

sufficiently describe how the phenomenon is experienced within a particular educational context. Therefore, preliminary interviews were conducted with several first-semester students of the English Tadris Study Program at IAIN Curup to obtain an initial understanding of how anxiety is experienced across listening, speaking, reading, and writing.

The preliminary findings indicated that foreign language anxiety is a recurring experience that manifests differently across language skills and influences students' classroom participation, confidence, and learning experiences. For example, several students reported feeling nervous, tense, and physically uncomfortable when speaking English in front of their classmates, reflecting the situational nature of foreign language anxiety described by Horwitz and colleagues. Other students reported similar feelings of discomfort during listening activities involving rapid speech, reading complex texts, and writing assignments requiring grammatical accuracy.

These findings also reveal an empirical gap. While previous theories explain why foreign language anxiety occurs during the first-semester transition, previous empirical studies have generally investigated anxiety in individual language skills rather than comparing anxiety across all four skills. Speaking anxiety has been examined by Yaikhong and Usaha⁴, listening anxiety by Elkhafaifi⁵, reading anxiety by Saito, Garza, and Horwitz⁶, and

⁴ Yaikhong, Kriangkrai, and Siriluck Usaha. "A Measure of EFL Public Speaking Class Anxiety: Scale Development and Preliminary Validation and Reliability." *English Language Teaching* 5, no. 12 (2012): 23-35.

⁵ Elkhafaifi, Hussein. "Listening comprehension and anxiety in the Arabic language classroom." *The modern language journal* 89, no. 2 (2005): 206-220.

⁶ Saito, Yoshiko, Thomas J. Garza, and Elaine K. Horwitz. "Foreign language reading anxiety." *The modern language journal* 83, no. 2 (1999): 202-218.

writing anxiety by Cheng⁷. However, relatively few studies have explored these four skills simultaneously within the context of first-semester EFL students in Indonesian Islamic higher education institutions such as IAIN Curup. Consequently, it remains unclear which language skill contributes most significantly to students' anxiety and how anxiety is distributed across the four language skills.

Addressing this gap is important both theoretically and practically. From a theoretical perspective, a comparative investigation across four language skills would provide a clearer understanding of how the theoretical mechanisms proposed by Horwitz, Schlossberg, and Krashen operate within a transitional educational context. From a practical perspective, identifying the language skill associated with the highest level of anxiety would provide lecturers with valuable information for designing more effective instructional strategies to support first-semester learners during this critical period of adjustment.

Recognizing that first-semester students are undergoing a period of academic and emotional adjustment, this study, entitled *English Language Anxiety Across Four Language Skills: A Study of First-Semester EFL Learners at IAIN Curup*, aims to examine the language skill that exhibits the highest foreign language anxiety experienced by students of the English Tadris Study Program at IAIN Curup and to identify patterns of anxiety across the four core language skills.

⁷ Cheng, Y-S. "A measure of second language writing anxiety: Scale development and preliminary validation." *Journal of second language writing* 13, no. 4 (2004): 313-335.

B. Research Questions

Based on the previously given background and objectives, the issue formulation in this study aims to address the following questions;

1. Which of the four language skills exhibits the highest level of foreign language anxiety (FLA) among first-semester students of the English Tadris Study Program at IAIN Curup?
2. What are the most reported factors of foreign language anxiety among first-semester students of the English Tadris Study Program at IAIN?

C. Research Objectives

The present research aims to address the questions posed in the research problem. As a result, the research objectives were;

1. To determine the language skill that exhibits the highest level of foreign language anxiety among first-semester EFL students in the English Tadris Study Program at IAIN Curup.
2. To identify the most reported factors of foreign language anxiety among first-semester students in the language skill in the English Tadris Study Program at IAIN Curup.

D. Delimitation of the Research

This study is theoretically grounded in the concept of Foreign Language Anxiety (FLA) as proposed by Horwitz, Horwitz, and Cope, and supported by subsequent research on affective factors in second language acquisition. It focuses specifically on first-semester students of the English Tadris Study Program at IAIN Curup, examining their language skills associated with the highest anxiety across the four core language skills:

listening, speaking, reading, and writing. The scope of this research is limited to identifying the degree and variation of FLA within this population, without extending to intervention or experimental approaches. The findings are expected to contribute to a better theoretical understanding of FLA in the context of Islamic higher education in Indonesia and to serve as a reference for future studies addressing affective dimensions in early-stage EFL learning.

E. Operational Definitions

To avoid misunderstanding, the key terms used in this study are defined as follow:

1. Foreign Language Anxiety (FLA)

Foreign Language Anxiety (FLA) is defined as a situation-specific type of anxiety experienced by learners when they are required to use or learn a foreign language. Horwitz, Horwitz, and Cope define Foreign Language Anxiety as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.”⁸ Unlike general anxiety, Foreign Language Anxiety specifically occurs in foreign language learning contexts and may influence learners’ confidence, participation, and overall language learning performance.

In this research, Foreign Language Anxiety (FLA) refers to the anxiety experienced by first-semester students of the English Tadris Study Program at IAIN Curup while learning English. This study focuses on students’ anxiety across the four language skills, speaking, listening,

⁸ Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). *Foreign language classroom anxiety*. *The Modern Language Journal*, 70(2), 125–132. <https://doi.org/10.2307/327317>

reading, and writing, to identify which language skill is associated with the highest level of anxiety. The level of anxiety is measured using a structured questionnaire adapted from four validated skill-specific foreign language anxiety scales.

2. EFL Learners

English as a Foreign Language (EFL) learners are individuals who learn English in countries where English is not used as the primary language for daily communication. According to Richards and Schmidt, EFL learners generally acquire English through formal classroom instruction because opportunities to use English outside the classroom are relatively limited.⁹ Therefore, English learning depends largely on teachers, instructional materials, and classroom interaction.

In this research, EFL learners refer to first-semester students of the English Tadris Study Program at IAIN Curup who learn English as a foreign language in a formal educational setting. These students are selected because they are in the initial stage of higher education and are still adapting to the academic demands of English language learning, making them an appropriate population for investigating foreign language anxiety across the four language skills.

3. First Semester Students

First-semester students are going through a tremendous academic and personal shift as they begin university life. According to Schlossberg's Transition Theory, this stage includes adjusting to new

⁹ Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). Pearson Education.

roles, routines, and expectations¹⁰. Such changes frequently involve uncertainty and emotional vulnerability, making first-semester EFL students more vulnerable to foreign language anxiety as they adjust to both academic demands and the difficulties of utilizing English in formal situations.

F. Significance of the Research

This research is expected to provide benefits for various parties involved in the English language learning process, among others.

1. The Researcher

This study enables the researcher to gain a better understanding of foreign language anxiety (FLA), as well as to gain practical experience in collecting and interpreting quantitative data. By concentrating on first-semester English Tadris Study Program students, the study sheds light on the specific dynamics of language anxiety within the institutional setting.

2. The Students

The study's findings are likely to assist students in detecting their own language skills associated with the highest foreign language anxiety and take informed action to manage it. This awareness can boost their confidence and inspire more active participation in mastering the four essential language skills.

3. The Lecturer

This study can help lecturers recognize students' affective aspects, particularly fear in foreign language acquisition. The findings may help to

¹⁰ Schlossberg, Nancy K. "A model for analyzing human adaptation to transition." *The counseling psychologist* 9, no. 2 (1981): 2-18.

shape teaching methods, assessment procedures, and classroom conditions that promote language development while reducing emotional stress.

4. Institution

The results of this study can be used as internal evaluation material by the English Tadris Study Program at IAIN Curup to build policies and curricula that address students' psychological requirements. Furthermore, the findings may encourage the implementation of academic advising and counseling services aimed at students' mental health in the context of foreign language acquisition.

CHAPTER II

RELATED LITERATURE

A. Review of Related Literature

1. Foreign Language Anxiety

a. Definition of Foreign Language Anxiety

Foreign language anxiety (FLA) is a complex psychological phenomenon that has a profound impact on the language learning process. Horwitz et al. defined FLA as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.”¹¹ This definition is significant for several reasons. First, it acknowledges the cognitive dimension of anxiety. FLA is not merely an emotional response but involves the learner’s self-perceptions and beliefs about their own language ability. Second, it situates anxiety within the specific context of classroom language learning, thereby distinguishing it from more generalized forms of anxiety. Third, it recognizes that FLA encompasses behavioral manifestations, such as avoidance strategies, reduced classroom participation, or deteriorating academic performance.

Building on this foundation, Clement conceptualizes foreign language anxiety as a complex construct that affects learners'

¹¹ Horwitz, Elaine K., Michael B. Horwitz, and Joann Cope. "Foreign language classroom anxiety." *The Modern Language Journal* 70, no. 2 (1986): 128.

psychological states, particularly influencing their feelings, self-esteem, and self-confidence¹². This perspective highlights the internal, affective dimension of FLA, suggesting that anxiety not only creates emotional discomfort but also undermines learners' self-perceptions and confidence in their linguistic abilities. Young further emphasizes this uniqueness by defining FLA as "a complicated psychological phenomenon peculiar to language learning"¹³, underscoring that the anxiety is not merely incidental but arises specifically because of the cognitive, social, and evaluative pressures inherent in expressing oneself in an unfamiliar linguistic system.

MacIntyre and Gardner provide a more operational definition, describing FLA as "the feeling of tension and apprehension specifically associated with second or foreign language contexts, including speaking, listening, and learning."¹⁴. This definition is significant because it identifies the specific contexts in which anxiety manifests across multiple language skills and learning situations. Similarly, Zhang defines anxiety as "the psychological tension that the learner goes through in performing a learning task."¹⁵, emphasizing the experiential dimension of anxiety as it unfolds during actual language performance.

¹² Clément, Richard, Robert C. Gardner, and Padric C. Smythe. "Social and individual factors in second language acquisition." *Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement* 12, no. 4 (1980): 293.

¹³ Young, Dolly J. "Language anxiety from the foreign language specialist's perspective: Interviews with Krashen, Omaggio Hadley, Terrell, and Rardin." *Foreign language annals* 25, no. 2 (1992): 160.

¹⁴ MacIntyre, Peter D., and Robert C. Gardner. "The subtle effects of language anxiety on cognitive processing in the second language." *Language learning* 44, no. 2 (1994): 284.

¹⁵ Jun Zhang, Lawrence. "Exploring variability in language anxiety: Two groups of PRC students learning ESL in Singapore." *RELC journal* 32, no. 1 (2001): 73-91.

Integrating these perspectives, foreign language anxiety can be understood as a situation-specific, multidimensional construct characterized by feelings of tension, apprehension, worry, and negative emotional reactions that emerge uniquely within foreign language learning and use contexts. Unlike general anxiety, FLA is triggered specifically by the linguistic, cognitive, and evaluative demands of language tasks, affecting learners' psychological well-being, self-confidence, and performance across speaking, listening, reading, and writing activities. This conceptualization establishes FLA as a distinct psychological phenomenon requiring specialized pedagogical attention, particularly for vulnerable populations such as first-semester EFL learners who are navigating both academic transition and linguistic development simultaneously.

Based on the explanation above, it can be concluded that foreign language anxiety (FLA) influences learners' emotions, attitudes, and behaviors, which can negatively impact the language learning process and outcomes. Despite generalized anxiety, FLA is explicitly linked to linguistic skills, including speaking, listening, and reading. Understanding the nature of FLA is critical for developing effective measures to mitigate its impact on learners.

b. The FLA Components

FLA is an anxiety that we often face in learning, especially English. There are three main components of FLA, namely fear or apprehension related to speaking and communicating, negative

evaluation by others, and test-related anxiety in the context of foreign language learning. These components collectively contribute to the overall experience of FLA and can negatively impact language acquisition and performance¹⁶. To clarify, the researcher explains the components of FLA:

1) Communication Apprehension

Refers to learners' fear or discomfort when they have to engage in oral communication, whether receptively (hearing) or constructively (speaking). Students frequently experience worry when they believe they are unable to express themselves spontaneously and accurately in a foreign language. In the language classroom, students with high levels of communication apprehension avoid active engagement, feel embarrassed in conversation, and struggle to interpret rapid or complex spoken words.

2) Fear of Negative Evaluation

Describes the learner's fear of receiving unfavorable feedback from others, such as teachers, classmates, or other audiences. This dread is not confined to when students speak in public, but also to the worry that emerges when they believe their blunders will disgrace or dishonor them in front of others. Students who are afraid of public speaking frequently engage in

¹⁶ Aida, Yukie. "Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese." *The modern language journal* 78, no. 2 (1994): 155-168.

avoidant behavior, are hesitant to ask questions, and decline opportunities to demonstrate their abilities.

3) Test Anxiety

Test anxiety is a type of academic anxiety that occurs when students encounter evaluative settings, such as oral or written exams in a foreign language. Test anxiety can impair students' concentration, logical reasoning abilities, and overall performance. In the context of foreign language acquisition, students who suffer from exam anxiety may feel panicked, have difficulties recalling terminology, or have mental barriers that prevent them from performing well despite prior study.

2. Foreign Language Anxiety in Four Language Skills

Scholars have refined the study of foreign language anxiety to include specialized forms of anxiety across the four essential language skills of listening, speaking, reading, and writing. While Horwitz et al.'s foundational framework conceptualizes foreign language anxiety as a general affective construct, subsequent research demonstrates that each language skill may generate distinct forms of anxiety with unique triggers, cognitive demands, and behavioral manifestations¹⁷. Recognizing these skill-specific anxieties is essential for developing targeted pedagogical interventions that address the particular challenges learners encounter in different domains of language performance.

¹⁷ Horwitz, Elaine K., Michael B. Horwitz, and Joann Cope. "Foreign language classroom anxiety." *The Modern language journal* 70, no. 2 (1986): 125-132.

a. Foreign Language Speaking Anxiety

Foreign language speaking anxiety is primarily grounded in the scale development study conducted by Yaikhong and Usaha, who conceptualize public speaking anxiety in EFL classrooms as a skill-specific construct requiring focused measurement. They developed and validated a scale designed to assess anxiety experienced during oral performance in English classes. Their framework emphasizes that speaking anxiety in EFL contexts is closely associated with classroom presentation, oral participation, and performance evaluation¹⁸. This theory positions speaking anxiety not merely as a general emotional state but as a measurable and situational phenomenon that emerges during public oral communication in academic settings.

Their conceptualization is consistent with the earlier theoretical foundation proposed by Horwitz, who identifies communication apprehension as one of the three core components of foreign language anxiety. Communication apprehension refers to learners' fear or discomfort when engaging in oral interaction in the target language¹⁹. Within speaking contexts, this apprehension becomes particularly salient because learners must produce language under real-time conditions while being observed and evaluated by others.

Further theoretical support is provided by MacIntyre, who explains that language anxiety interferes with cognitive processing,

¹⁸ Yaikhong, Kriangkrai, and Siriluck Usaha. "A Measure of EFL Public Speaking Class Anxiety: Scale Development and Preliminary Validation and Reliability." *English Language Teaching* 5, no. 12 (2012): 23-35.

¹⁹ Horwitz, Elaine K., Michael B. Horwitz, and Joann Cope. "Foreign language classroom anxiety." *The Modern language journal* 70, no. 2 (1986): 125-132.

particularly at the output stage of language production²⁰. During speaking tasks, anxiety consumes working memory resources that would otherwise be allocated to lexical retrieval, grammatical encoding, and message formulation. As a result, learners may experience hesitation, reduced fluency, increased errors, and difficulty organizing their ideas coherently.

From a performance-based perspective, Hamdard describes speaking anxiety as a condition characterized by tension, nervousness, and apprehension that impairs speech production²¹. It manifests through communication anxiety and fear of negative evaluation, especially in classroom settings where students are required to speak in front of peers or lecturers. These negative emotional states can distract learners from focusing on linguistic accuracy and fluency, thereby hindering their overall speaking development.

Several interconnected factors contribute to foreign language speaking anxiety. One major factor is fear of negative evaluation, where students worry excessively about being judged, criticized, or embarrassed during oral communication. This fear intensifies in public speaking situations, such as presentations or answering questions in class. Additionally, limited linguistic competence, including

²⁰ MacIntyre, Peter D., and Robert C. Gardner. "The subtle effects of language anxiety on cognitive processing in the second language." *Language learning* 44, no. 2 (1994): 283-305.

²¹ Hamdard, Mohammad Yasin, Ismail Qasimyar, Hussain Ali Haidari, and A. K. M. Nazrul Islam. "Studying English Speaking Anxiety among Male and Female Students of Bamyan University." *Sprin Journal of Arts, Humanities and Social Sciences* 3, no. 7 (July 23, 2024): 25–33. <https://doi.org/10.55559/sjahss.v3i7.376>.

insufficient vocabulary and inadequate grammatical knowledge, can generate feelings of inadequacy. When students doubt their ability to express ideas clearly and accurately, they tend to avoid speaking opportunities.

Psychological tension is often accompanied by physiological symptoms such as rapid heartbeat, sweating, trembling, or rigid posture. As noted by Hsu et al, these physical reactions reflect heightened emotional arousal that interferes with speech fluency and performance quality²². The interaction between psychological fear, linguistic limitations, and physiological responses may create a self-reinforcing cycle in which anxiety lowers confidence, reduces participation, and ultimately sustains further anxiety.

Based on Yaikhong and Usaha's framework, supported by Horwitz et al. and MacIntyre and Gardner, foreign language speaking anxiety can therefore be understood as a skill-specific, performance-based anxiety triggered by evaluative pressure, linguistic insecurity, and cognitive interference during oral production. This theoretical foundation provides a clear basis for identifying measurable indicators such as fear of negative evaluation, anxiety during public speaking tasks, lack of linguistic confidence, cognitive disruption during speech production, and physiological symptoms of nervousness.

²² Hsu, Chia-Fang, Michael Hazel, and Joe Ayres. "Speech Anxiety." *The International Encyclopedia of Communication* (2008).

b. Foreign Language Listening Anxiety

Foreign Language Listening Anxiety (FLLA) refers to the specific form of anxiety experienced by learners when they are required to comprehend spoken input in a target language. Listening differs from other language skills because it requires immediate processing of auditory input without full control over speed, repetition, or clarification. As a result, learners must decode sounds, interpret meaning, and retain information in working memory simultaneously, which increases both cognitive and emotional demands.

As the grand theoretical foundation of this section, Hussein Elkhafaifi conceptualizes listening anxiety as a skill-specific construct that directly influences listening comprehension performance. Elkhafaifi found a significant negative relationship between listening anxiety and listening achievement, demonstrating that higher anxiety levels are associated with lower comprehension performance²³. He argues that factors such as unfamiliar phonology, complex grammatical structures, rapid speech rates, and lack of control over spoken input contribute substantially to anxiety during listening tasks.

Elkhafaifi's argument is strongly supported by the cognitive-processing theory proposed by Peter D. MacIntyre and Robert C. Gardner. They explain that anxiety interferes with language performance at three stages of cognitive processing: input, processing,

²³ Elkhafaifi, Hussein. "Listening comprehension and anxiety in the Arabic language classroom." *The modern language journal* 89, no. 2 (2005): 206-220.

and output²⁴. At the input stage, anxiety reduces learners' ability to attend to and accurately perceive incoming language stimuli. During the processing stage, anxiety consumes working memory resources, limiting learners' ability to organize and interpret information. Finally, at the output stage, anxiety disrupts retrieval and production.

In the context of listening, anxiety primarily affects the input and processing stages. Because spoken language disappears immediately after it is heard, learners cannot revisit the input as they can in reading. When anxiety occupies cognitive resources, learners struggle to segment speech, recognize vocabulary, and integrate contextual meaning. This cognitive interference results in incomplete comprehension and increased frustration, which may reinforce a cycle of anxiety and avoidance.

Furthermore, listening anxiety intensifies in evaluative classroom situations, particularly during listening tests or when students are required to demonstrate immediate understanding. The pressure to comprehend rapidly delivered speech, combined with limited time for reflection, increases cognitive overload. Learners who perceive themselves as lacking sufficient linguistic competence may internalize listening difficulties as personal failure, further lowering confidence.

Based on the combined theoretical perspectives of Elkhafaifi, MacIntyre and Gardner, foreign language listening anxiety can be

²⁴ MacIntyre, Peter D., and Robert C. Gardner. "The subtle effects of language anxiety on cognitive processing in the second language." *Language learning* 44, no. 2 (1994): 283-305.

understood as a skill-specific anxiety that emerges from the interaction between linguistic difficulty and cognitive interference. Emotional tension reduces attentional control and working memory efficiency, thereby impairing listening comprehension performance. This framework provides a strong theoretical basis for identifying measurable indicators such as difficulty understanding rapid speech, stress during listening tests, anxiety toward unfamiliar vocabulary, and lack of control over spoken input.

c. Foreign Language Reading Anxiety

Foreign Language Reading Anxiety (FLRA) is theoretically established through the seminal work of Yoshiko Saito, Thomas Garza, and Elaine K. Horwitz, who empirically demonstrated that reading anxiety in a foreign language is a distinct construct, separate from both general foreign language anxiety and native-language reading difficulties. They define FLRA as an emotional reaction characterized by anxiety, tension, and apprehension, specifically associated with reading texts in a non-native language²⁵. Their findings revealed that learners may experience high levels of reading anxiety even when they do not exhibit high general language anxiety, confirming FLRA as a skill-specific phenomenon.

The theoretical significance of Saito et al.'s work lies in their assertion that foreign language reading involves unique cognitive and linguistic demands. Differences in orthographic systems, unfamiliar

²⁵ Saito, Yoshiko, Thomas J. Garza, and Elaine K. Horwitz. "Foreign language reading anxiety." *The modern language journal* 83, no. 2 (1999): 202-218.

vocabulary, and complex grammatical structures may trigger emotional tension that interferes with comprehension. These factors create anxiety not merely because of limited reading ability, but because learners must process unfamiliar linguistic patterns while attempting to construct meaning in real time.

Supporting this view, Kim explains that reading anxiety is closely related to cognitive load. The need to decode unfamiliar lexical items and syntactic structures increases working memory demands, which may impair information processing efficiency²⁶. When cognitive resources are overwhelmed, learners may experience frustration, reduced concentration, and fear of misinterpretation. This cognitive interference can lead to superficial reading strategies or avoidance of reading tasks altogether.

Consequently, foreign language reading anxiety negatively affects both comprehension and learner engagement. Students who experience high levels of anxiety may hesitate to interact deeply with texts, limiting the development of critical reading skills. In contrast, reading confidence represents a positive affective state that enhances persistence, strategy use, and autonomy in reading. Learners with higher confidence are more willing to infer meaning, tolerate ambiguity, and engage with challenging texts, thereby supporting long-term reading development.

²⁶ Kim, Hyang Il. "The underlying factors of foreign language reading anxiety: Their effects on strategy use and orientation toward reading." *Studies in Second Language Learning and Teaching* 11, no. 2 (2021): 213-234.

d. Foreign Language Writing Anxiety

Foreign Language Writing Anxiety (FLWA) is theoretically grounded in Cheng's framework, which conceptualizes FLWA as a situation-specific anxiety associated with the writing process in a foreign language. Cheng developed the Second Language Writing Anxiety Inventory (SLWAI), which established FLWA as a distinct construct with three primary components: somatic anxiety (physical symptoms such as tension and nervousness), cognitive anxiety (worry, negative thoughts, and preoccupation with performance), and avoidance behavior (reluctance to engage in writing tasks)²⁷. This framework establishes FLWA as qualitatively different from general writing anxiety due to its connection to linguistic challenges such as limited vocabulary, grammar concerns, and unfamiliarity with target language rhetorical conventions.

Somatic anxiety refers to the physiological manifestations of nervousness experienced during writing tasks, such as muscular tension, trembling, sweating, or increased heart rate. These bodily symptoms reflect the affective arousal that occurs when learners perceive writing tasks as threatening or evaluative. Cognitive anxiety, by contrast, involves excessive worry, negative self-evaluation, intrusive thoughts, and persistent preoccupation with potential errors or unfavorable assessment. This dimension represents the mental component of anxiety, in which learners' cognitive resources are

²⁷ Cheng, Y. S. (2004). A Measure of Second Language Writing Anxiety: Scale Development and Preliminary Validation. *Journal of Second Language Writing*, 13(4), 313–335. <https://doi.org/10.1016/j.jslw.2004.07.001>

partially diverted toward self-doubt and fear of failure rather than toward idea development and linguistic formulation. Avoidance behavior constitutes the behavioral dimension of FLWA, referring to learners' tendency to delay, withdraw from, or completely avoid writing activities due to anticipated discomfort or fear of negative outcomes²⁸.

Through this tripartite framework, Cheng demonstrates that FLWA differs qualitatively from general writing anxiety. While general writing anxiety may stem from concerns about content organization or audience awareness, FLWA is intensified by linguistic and rhetorical challenges unique to second or foreign language contexts. These include limited lexical resources, grammatical insecurity, difficulty applying appropriate discourse conventions, and unfamiliarity with target-language rhetorical norms²⁹. The necessity of maintaining linguistic accuracy while simultaneously organizing coherent ideas creates an additional layer of pressure not typically present in first-language writing.

Cheng's theoretical contribution is particularly significant because he emphasizes the dual cognitive burden faced by foreign language writers. Unlike native-language writers, who primarily focus on content generation and rhetorical structuring, foreign language learners must manage both higher-order composing processes (e.g., idea generation, organization, argumentation) and lower-level

²⁸ Ibid., 318–322.

²⁹ Ibid., 324–328.

linguistic encoding processes (e.g., word selection, syntactic construction, morphological accuracy). This simultaneous processing demand increases cognitive load and heightens vulnerability to anxiety, particularly in evaluative classroom settings. In this sense, FLWA is not merely emotional discomfort but a multidimensional construct involving affective arousal, cognitive interference, and behavioral response.

Building upon Cheng's foundational framework, Rasool et al. further conceptualize writing anxiety as a combination of emotional reactions, cognitive disruption, and avoidance tendencies that prevent learners from initiating, sustaining, or completing writing tasks, even when they possess adequate conceptual understanding³⁰. This perspective reinforces Cheng's multidimensional model by highlighting the interaction between psychological states and observable academic behavior. Writing anxiety, therefore, affects not only how students feel but also how they perform and engage in writing activities.

In practical terms, FLWA manifests as emotional distress, cognitive distraction, and reduced willingness to participate in writing tasks. Learners frequently experience fear of negative evaluation from instructors or peers, which may lead them to write cautiously, avoid complex grammatical structures, limit idea elaboration, or rely excessively on simple vocabulary. Linguistic insecurity, particularly

³⁰ Rasool, Ushba, Jiancheng Qian, and Muhammad Zammad Aslam. "An investigation of foreign language writing anxiety and its reasons among pre-service EFL teachers in Pakistan." *Frontiers in Psychology* 13 (2023): 947867.

concerns regarding grammatical accuracy, lexical appropriateness, and coherence, further intensifies this anxiety. As a result, writing performance may not accurately reflect learners' actual cognitive ability, since anxiety interferes with their ability to utilize their linguistic and intellectual resources fully.

To provide a coherent theoretical foundation for the instrument development, Table 2.1 presents the theoretical framework of foreign language anxiety across the four language skills examined in this study. For each skill, the table outlines the underlying theory or dimension, a description of how anxiety manifests within that skill, and the specific indicators used to operationalize it in the research instrument.

Table 2.1
Theoretical Framework of Foreign Language Anxiety Across the Four Language Skills

No	Theory / Dimension	Description	Indicators
1	Foreign Language Speaking Anxiety <i>(Skill-Specific Anxiety Theory – Yaikhong & Usaha, 2012; supported by Horwitz et al., 1986 and MacIntyre &</i>	Foreign Language Speaking Anxiety is conceptualized as a skill-specific, performance-based anxiety that emerges during oral communication in EFL classrooms. It is closely associated with classroom presentation, oral participation, and evaluative pressure, and is intensified by fear of negative judgment, limited linguistic competence, and cognitive interference during real-time speech production. Physiological reactions such as rapid heartbeat and trembling often	1. Linguistics Competence Concerns 2. Cognitive Interference 3. Fear of Negative Evaluation 4. Physiological Symptoms

	<i>Gardner)</i>	accompany this anxiety, reflecting its multidimensional nature spanning cognitive, linguistic, and affective domains.	
2	Foreign Language Listening Anxiety (<i>Listening Anxiety Theory – Elkhafai, 2005; supported by MacIntyre & Gardner's Cognitive-Processing Theory</i>)	Foreign Language Listening Anxiety refers to the anxiety learners experience when comprehending spoken input in real time, without control over speed, repetition, or clarification. Anxiety primarily disrupts the input and processing stages of cognitive functioning, impairing learners' ability to segment speech, recognize vocabulary, and integrate meaning. This anxiety intensifies in evaluative situations, such as listening tests, where rapid speech and limited reflection time increase cognitive overload.	1. Input Processing Anxiety 2. Linguistic Knowledge Gaps 3. Lack of Control Over Input 4. Contextual Prediction Difficulty
3	Foreign Language Reading Anxiety (<i>Foreign Language Reading Anxiety Theory – Saito, Garza & Horwitz, 1999</i>)	Foreign Language Reading Anxiety is established as a distinct construct, separate from general foreign language anxiety and native-language reading difficulties. It is an emotional reaction of tension and apprehension associated with reading texts in a non-native language, arising from unfamiliar orthographic systems, vocabulary, and grammatical structures. This anxiety increases cognitive load and can lead to reduced concentration, superficial reading strategies, or avoidance of reading tasks.	1. General Reading Anxiety 2. Unknown Vocabulary/ Language Elements 3. Difficulty/ Comprehension Concerns 4. Unfamiliar Topics/ Contents 5. Fear of Making Errors
4	Foreign Language Writing Anxiety (<i>Second Language</i>	Foreign Language Writing Anxiety is a situation-specific anxiety associated with the writing process, comprising three components: somatic anxiety (physical symptoms	1. Cognitive Anxiety 2. Avoidance Behavior 3. Somatic Anxiety

	<i>Writing Anxiety Inventory Theory – Cheng, 2004; extended by Rasool et al.)</i>	such as tension and nervousness), cognitive anxiety (worry, negative self-evaluation, and preoccupation with mistakes), and avoidance behavior (reluctance to initiate, sustain, or complete writing tasks). It is intensified by limited vocabulary, grammatical insecurity, and unfamiliarity with target-language rhetorical conventions, reflecting the dual cognitive burden of managing both idea composition and linguistic accuracy.	
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3. Concept of First-Semester EFL Learners

a. Definition of first-semester learners

First-semester learners are often classified as students who are in the early stages of university-level foreign language education while adjusting to new academic, social, and psychological expectations. According to Schlossberg, transitions, such as first-year university, involve changes in roles, habits, and relationships, necessitating cognitive and emotional adaptation³¹. In the context of English as a Foreign Language (EFL), first-semester learners are often more vulnerable to foreign language anxiety because they are confronted with new instructional approaches, peer comparisons, and rising academic expectations while still developing basic linguistic competence. Because their sense of ability has not yet developed, they may be more sensitive to problems with language learning during this

³¹ Schlossberg, Nancy K. *Counseling adults in transition*. Springer Publishing Company, 2005.

period of adjustment. Horwitz, Horwitz, and Cope contend that learners in the early stages of foreign language study are especially vulnerable to anxiety because their self-perceptions of competence are weak and quickly interrupted³². Even minor setbacks, such as difficulty pronouncing new words, misinterpreting instructions, or receiving corrective feedback, can erode their confidence and perpetuate negative perceptions of their language skills.

Furthermore, Horwitz et al. note that this early vulnerability is linked to the emotive dimension of language learning, in which learners' emotions have a direct influence on their readiness to engage with the target language³³. First-semester learners frequently compare themselves to more skilled peers, which can exacerbate feelings of inadequacy and discourage active engagement in class activities. When these students believe they are less capable, their fear may lead them to avoid speaking, participating in group work, or even withdrawing from learning opportunities.

As a result, knowing the psychological vulnerability of first-semester learners is vital for creating supportive classroom environments that reduce anxiety and boost confidence during the critical early phases of foreign language acquisition. Thus, first-semester learners can be viewed as individuals navigating both a linguistic learning barrier and a developmental life shift.

³² Horwitz, Elaine K., Michael B. Horwitz, and Joann Cope. "Foreign language classroom anxiety." *The Modern language journal* 70, no. 2 (1986): 125-132.

³³ *Ibid.*, 127.

b. EFL learners

English as a Foreign Language (EFL) learners refer to individuals who study English in a context where English is not used as the primary language of communication in daily life. In EFL settings, learners are typically exposed to English mainly within formal educational environments rather than through natural social interaction. This limited exposure often influences learners' linguistic development, classroom participation, and emotional responses toward language learning.

According to Gefen and Kernerman, EFL learners require structured linguistic support because English is not embedded in their surrounding communicative environment³⁴. In their discussion of EFL dictionary users, they emphasize that EFL learners rely heavily on instructional materials, teacher guidance, and pedagogical tools to construct meaning, expand vocabulary, and develop language competence. This reliance distinguishes EFL learners from ESL (English as a Second Language) learners, who acquire English in environments where the language is used in daily communication.

In the EFL context, learners frequently encounter challenges related to limited vocabulary exposure, restricted opportunities for authentic interaction, and dependence on classroom-based input. These conditions may contribute to affective factors such as low confidence, fear of making mistakes, and communication apprehension. Since EFL

³⁴ Gefen, Raphael, and Ari Kernerman. "Defining Dictionary Definitions for EFL Dictionaries." In 2010). *Proceedings of the 14th EURALEX International Congress, Leeuwarden, the Netherlands*, pp. 1327-1332. 2010.

learners primarily practice English in academic settings, classroom dynamics, instructional methods, and evaluation systems play a significant role in shaping their emotional experiences.

Relating this to the present study, first-semester students of the English Tadris Study Program at IAIN Curup can be categorized as EFL learners because English functions as a foreign language in Indonesia. Their exposure to English is largely confined to classroom instruction and academic activities. Consequently, their anxiety across the four language skills of listening, speaking, reading, and writing may be influenced not only by linguistic competence but also by the nature of the EFL learning environment.

B. Review of Previous Related Study

Researchers found several articles and theses that have a relationship in this study, and also researchers have novelty in previous studies that were not found in previous research. However, researchers still use some previous studies as a theoretical basis in developing this research, for example, in the following research.

The study conducted by Siti Nuri Muslimah, entitled *Foreign Language Anxiety in Speaking Performance at the Seventh Semester Students of the English Education Department of UIN Suska Riau*, aimed to investigate the factors contributing to students' anxiety in speaking English and the strategies they employed to reduce such anxiety³⁵. This study is relevant to the present research as both focus on the phenomenon of foreign language anxiety in the

³⁵ muslimah, siti nuri. *Foreign language anxiety in speaking performance during teaching practice program at the seventh semester students of the english education department of uin suska riau*. Diss. Universitas islam negeri sultan syarif kasim riau, 2023.

EFL context. However, a significant research gap can be identified. The previous study focused only on speaking anxiety and involved seventh-semester students, whereas the present study explores foreign language anxiety across the four language skills of listening, speaking, reading, and writing and examines first-semester EFL learners as the research participants.

The study entitled *Students' Reading Anxiety in English Foreign Language Learning* aimed to explain students' reading anxiety and to identify the factors that cause anxiety in the EFL learning context³⁶. This study is relevant to the present research because both address the issue of foreign language anxiety in language learning. However, a clear research gap can be identified. The previous study focused specifically on reading anxiety among eighth-grade junior high school students, whereas the present study examines foreign language anxiety more comprehensively across the four language skills listening, speaking, reading, and writing and focuses on first-semester university EFL learners.

The study conducted by Rifqoh Saidah, entitled *An Analysis of Students' English Writing Anxiety: Level, Dominant Type, and Possible Causes* aimed to identify the level, dominant type, and causes of students' writing anxiety and to propose possible ways to cope with such anxiety³⁷. This study is relevant to the present research because both examine foreign language anxiety in the EFL context. However, an evident research gap can be found. The previous study focused exclusively on writing anxiety and involved fifth-semester

³⁶ Sa'adah, Siti. "STUDENTS'READING ANXIETY IN ENGLISH FOREIGN LANGUAGE LEARNING." *Journal of English Language Teaching and Linguistics* 1 (2020).

³⁷ Saidah, Rifqoh. "An Analysis of Students' English Writing Anxiety: Level, Dominant Type, and Possible Causes." Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta, 2023.

university students, whereas the present study investigates foreign language anxiety more broadly across the four language skills, listening, speaking, reading, and writing, and focuses on first-semester EFL learners who are still in the early stage of their academic adaptation.

The study entitled *Listening Anxiety of EFL Undergraduate Students: A Survey Study* conducted by Nindia Apriyanti, aimed to identify the presence and factors of listening anxiety among EFL undergraduate learners³⁸. This study is relevant to the present research because both address foreign language anxiety within the EFL context. However, a research gap can be identified. The previous study focused solely on listening anxiety and examined undergraduate students in general, whereas the present study investigates foreign language anxiety more comprehensively across the four language skills listening, speaking, reading, and writing and specifically focuses on first-semester EFL learners who may experience anxiety more intensely due to their initial transition into university-level language learning.

³⁸ Maharsi, Ista. "Listening Anxiety Of EFL Undergraduate Students: A Survey Study." (2020).

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of Research

This study employed a quantitative approach to obtain numerical data through a Likert-scale questionnaire, while the descriptive design was intended to provide a systematic and objective description of students' anxiety across the four skills without manipulating variables or examining causal relationships.

According to John Creswell, quantitative research involves the collection, analysis, interpretation, and publication of conclusions generated from numerical data, making it appropriate for measuring the degree and classification of a phenomenon such as anxiety within a population³⁹. The collected data were analyzed using descriptive statistics, including mean scores and frequency distributions, to determine the language skill associated with the highest foreign language anxiety and to identify the factors most dominantly contributing to that anxiety.

B. Population and Sample

1. Population

The population represents all components from which the researcher seeks to determine findings⁴⁰. The population of this study consisted of all

³⁹ Creswell, John W., and J. David Creswell. *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications, 2017.

⁴⁰ Cooper, Donald R., and Pamela S. Schindler. "Business research methods 12th ed." (2011).

first-semester students enrolled in the English Tadris Study Program at IAIN Curup during the 2025/2026 academic year.

Table 3.1

Total Number of Populations

No	Population	Total
1.	TBI 1A	20
2.	TBI 1B	21
3.	TBI 1C	18
TP		59

2. Sample

This study employed a total sampling technique, in which all members of the defined population were included as participants in the study. According to Sugiyono, this approach is suitable when the population is relatively small, generally fewer than 100 individuals, and all members are accessible to the researcher⁴¹. By using total sampling, the researcher aimed to obtain a complete and accurate picture of foreign language anxiety across the four language skills among first-semester EFL students, without excluding any relevant participant or applying random selection or specific inclusion criteria. Therefore, the sample of this research consisted of 59 first-semester students from the English Tadris Study Program at IAIN Curup.

It is important to note that although the population and sample of this study were originally identified as first-semester students of the English Tadris Study Program (TBI), data collection took place after these students

⁴¹ Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2016.

had progressed to the second semester. This shift in academic standing did not alter the composition of the population or sample, as the respondents remained the same cohort of students; rather, it reflects the timeline between the planning phase of the research and the actual administration of the questionnaire. The study therefore continues to refer to this cohort as “first-semester students” in accordance with the population definition established at the outset of the research, while acknowledging that data collection occurred during their second semester.

C. Data Collection Technique

This study used questionnaires to collect data. A questionnaire was used to gather quantitative data from the participants. The instrument was created with effectively constructed statements intended to assess students’ highest foreign language anxiety across four language skills. The technique allows the researcher to collect numerical data that can then be statistically evaluated to determine the language skill associated with the highest FLA anxiety and to explore the underlying factors.

1. Questionnaire

In this study, the researcher utilized a questionnaire as the data collection technique. The questionnaire was designed to address both research questions through a single instrument. Rather than administering separate questionnaires for each research question, the researcher used one comprehensive questionnaire covering all four language skills, whose responses were then analyzed in two stages corresponding to each research question. To answer Research Question 1, the mean scores of the four

language skill sections (speaking, listening, reading, and writing) were calculated and compared to determine which skill was associated with the highest foreign language anxiety among first-semester students. To answer Research Question 2, once the skill with the highest anxiety was identified, the researcher focused on the specific items and indicators within that skill's section of the questionnaire, using descriptive statistics such as mean scores and frequency of responses to identify the factors most dominantly reported by students as contributors to their anxiety in that skill.

The questionnaire consisted of 49 closed-ended items developed based on the theoretical framework of foreign language anxiety across the four language skills. Each item was presented using a 4-point Likert scale, offering respondents the following options: strongly agree, agree, disagree, and strongly disagree. The questionnaire was created and administered through Google Form to ensure accessibility and efficiency in data collection, and the link was distributed directly to participants via WhatsApp, allowing them to respond at their convenience while maintaining data integrity and coverage. The researcher applied a total sampling technique, targeting all 59 first-semester students from classes 1A, 1B, and 1C in the English Tadris Study Program at IAIN Curup.

D. Research Instrument

The instrument used by the researcher to collect the data was a questionnaire. The questionnaire was designed to address both Research Question 1, which identifies the language skill associated with the highest

foreign language anxiety, and which examines the factors contributing to anxiety in that skill. The following section describes the instrument used in this study.

1. Questionnaire

In this study, the researcher utilized a questionnaire as the data collection technique. The questionnaire was designed to address both research questions through a single instrument. Rather than administering separate questionnaires for each research question, the researcher used one comprehensive questionnaire covering all four language skills, whose responses were then analyzed in two stages corresponding to each research question. To answer Research Question 1, the mean scores of the four language skill sections (speaking, listening, reading, and writing) were calculated and compared to determine which skill was associated with the highest foreign language anxiety among first-semester students. To answer Research Question 2, once the skill with the highest anxiety was identified, the researcher focused on the specific items and indicators within that skill's section of the questionnaire, using descriptive statistics such as mean scores and frequency of responses to identify the factors most dominantly reported by students as contributors to their anxiety in that skill.

The instrument was developed through systematic adaptation of four validated, skill-specific foreign language anxiety scales identified in the theoretical framework: the Public Speaking Class Anxiety Scale (PSCAS) developed by Yaikhong and Usaha for speaking anxiety; the

Listening Anxiety Questionnaire adapted from Elkhafaifi for listening anxiety; the Foreign Language Reading Anxiety Scale (FLRAS) developed by Saito, Garza, and Horwitz for reading anxiety; and the Second Language Writing Anxiety Inventory (SLWAI) developed by Cheng for writing anxiety. The complete blueprint can be seen in the tabel below:

Table 3.2
FLA in Four Language Skills Blueprint

No.	Skill	Theory	Descriptions	Indicators
1.	Foreign Language Speaking Anxiety	1. Fear of Negative Evaluation	Apprehension about being judged, criticized, or ridiculed by others (teachers, peers, or audiences) when speaking in the target language	1. Fear of peer judgment and mockery 2. Fear of teacher correction or criticism 3. Self-consciousness in public speaking contexts 4. Worry about making mistakes in front of others
		2. Linguistic Competence Concerns	Anxiety arising from perceived inadequacy in linguistic resources (vocabulary, grammar, pronunciation) needed for effective oral communication	1. Limited vocabulary anxiety 2. Grammar inadequacy concerns 3. Pronunciation accuracy worries 4. Expression difficulty fears
		3. Cognitive Interference	Disruption of cognitive processes during speaking tasks, affecting memory retrieval, focus, and language production	1. Mental blocks during speaking 2. Memory disruption under pressure 3. Forgetting known words or information 4. Increased confusion when nervous

		4. Physiological Symptoms	Physical manifestations of anxiety, such as trembling, sweating, rapid heartbeat, dry mouth, or a stiff posture when speaking English in front of an audience.	1. Body tension and rigidity 2. Difficulty coordinating movements 3. Dislike using the body expressively
2.	Foreign Language Listening Anxiety	1. Input Processing Anxiety	Anxiety related to the cognitive demands of processing spoken language in real-time, including difficulties with speed, unfamiliar sounds, and the inability to control the pace of input	1. Rapid speech rate anxiety 2. Inability to pause or replay audio 3. Difficulty processing spoken input in real-time
		2. Linguistics Knowledge Gaps	Anxiety arising from unfamiliar phonological features, grammatical structures, and vocabulary that impede comprehension	1. Unfamiliar phonology and pronunciation 2. Unknown vocabulary 3. Complex grammatical structures
		3. Lack of Control Over Input	Anxiety related to the inability to manipulate, slow down, or repeat listening materials, particularly in live classroom situations	1. Cannot pause audio during listening 2. No opportunity to replay portions 3. Unable to request clarification 4. Lack of control over speech rate 5. Limited ability to adjust difficulty level
		4. Contextual	Inability to use	1. Difficulty guessing

		Prediction Difficulty	context clues to infer meaning, leading to increased cognitive load and anxiety	meaning from context 2. Cannot predict what comes next 3. Struggle to use background knowledge 4. Poor inference skills under pressure 5. Inability to fill in comprehension gaps
3.	Foreign Language Reading Anxiety	1. General Reading Anxiety	Overall emotional discomfort and nervousness experienced while reading in a foreign language	1. Nervousness when reading English 2. Tension while reading 3. General discomfort with FL reading tasks 4. Feeling upset when reading 5. Worry about reading activities
		2. Unknown Vocabulary/ Language Elements	Anxiety specifically triggered by encountering unfamiliar words, grammar, or linguistic structures in texts	1. Panic when seeing unknown words 2. Stress from unfamiliar vocabulary 3. Anxiety about unknown grammar structures 4. Fear of linguistic gaps 5. Worry about language comprehension
		3. Difficulty/ Comprehension Concerns	Anxiety related to the perceived difficulty of reading material and concerns about understanding the text	1. Worry about the text difficulty level 2. Concern about comprehension ability 3. Fear of not understanding the meaning 4. Anxiety about challenging texts 5. Stress from

				complex reading materials
		4. Unfamiliar Topics/ Contents	Anxiety arising from reading materials about topics that are new, unfamiliar, or culturally distant from the learner's background	1. Stress from unknown topics 2. Anxiety about unfamiliar subject matter 3. Worry about background knowledge gaps 4. Fear of topic-related confusion 5. Concern about content familiarity
		5. Fear of Making Errors	Anxiety about making mistakes in interpretation, comprehension, or understanding while reading	1. Fear of misunderstanding text 2. Worry about incorrect interpretations 3. Anxiety about comprehension errors 4. Concern about wrong answers 5. Fear of reading mistakes
4.	Foreign Language Writing Anxiety	1. SOMATIC ANXIETY (Physiological Component)	One's perception of the physiological effects of the anxiety experience, as reflected in an increased state of unpleasant feelings such as nervousness and tension during L2 writing	1. Body tension during writing 2. Physical nervousness 3. Trembling or perspiring 4. Heart pounding 5. Physical discomfort 6. Bodily reactions to writing tasks
		2. COGNITIVE ANXIETY (Affective/ Mental Component)	The cognitive aspect of anxiety experience, including negative	1. Negative expectations about writing 2. Worry about performance 3. Preoccupation

			expectations, preoccupation with performance, and concern about others' perceptions during L2 writing	with mistakes 4. Fear of evaluation 5. Concern about others' judgment 6. Negative self-talk
		3. AVOIDANCE BEHAVIOR (Behavioral Component)	The behavioral aspect of the anxiety experience, characterized by avoidance of writing tasks, procrastination, and reluctance to engage in L2 writing activities	1. Reluctance to write 2. Procrastination on writing tasks 3. Task withdrawal 4. Postponing assignments 5. Seeking excuses to avoid writing

The blueprint presented above serves as the foundation for constructing the questionnaire items used in this study. Each indicator is operationalized into specific statements that reflect students' experiences of foreign language anxiety across the four language skills. The items are designed to capture various dimensions of foreign language anxiety. Based on this framework, a total of 49 statements were developed and arranged using a 4-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (4). The following section presents the complete set of questionnaire items administered to the participants.

Table 3.3
Questionnaire Items FLA in Four Language Skills

No.	Skill	Indicators	Items	Scoring			
				SA	A	D	SD
1.	Foreign Language Speaking	1. Fear of peer judgment and mockery	1. I am afraid that other students will laugh at me				

	Anxiety	2. Self-consciousness in public speaking contexts 3. Fear of teacher correction or criticism	while I am speaking English 2. I worry about what others think when I make mistakes while speaking English 3. I am afraid my lecturer will correct me in front of others				
		1. Limited vocabulary anxiety 2. Grammar inadequacy concerns 3. Pronunciation accuracy worries	4. I worry I don't have enough vocabulary to express myself 5. I am anxious about making grammatical errors when speaking English 6. I worry about my pronunciation when speaking				
		1. Mental blocks during speaking 2. Memory disruption under pressure	7. My mind goes blank when I try to speak English 8. I forget words I know when speaking English under pressure				
		1. Body tension and rigidity 2. Dislike using the body expressively	9. Certain parts of my body feel very tense and rigid while I am speaking English 10. I feel uncomfortable expressing myself freely while speaking English				
2.	Foreign Language Listening Anxiety	1. Rapid speech anxiety 2. Overwhelmed by speed 3. Cannot process	11. I feel overwhelmed when speakers talk too fast 12. I worry I cannot				

		quickly enough	process spoken English quickly enough 13. I get anxious when I cannot keep up with the speed of speech				
		1. Unfamiliar vocabulary panic 2. Unknown phonology worry 3. Accent variation difficulty	14. I panic when I hear unfamiliar words while listening 15. I worry about understanding unfamiliar English pronunciation 16. I get anxious when I encounter unfamiliar accents				
		1. Cannot pause or replay 2. Cannot control pace 3. Missing information fear	17. I get anxious when I cannot pause or replay what I hear 18. I feel stressed when I cannot control the pace of listening 19. I worry about missing information with no chance to hear it again				
		1. Cannot guess from context 2. Cannot predict what's next 3. Difficulty using background knowledge	20. I feel anxious when I cannot guess the meaning from context while listening 21. I get anxious when I cannot predict what comes next 22. I feel anxious when I cannot use my background				

			knowledge to understand spoken English				
3.	Foreign Language Reading Anxiety	1. General discomfort	23. I worry about understanding written passages				
		1. Overwhelmed by unknown words 2. Panic at unfamiliar vocabulary 3. Anxiety about complex structures	24. I feel overwhelmed by unknown words in texts 25. I panic when I encounter unfamiliar words while reading 26. Complex sentence structures make me anxious				
		1. Fear of misunderstanding 2. Anxiety about the main idea 3. Fear of incorrect interpretation	27. I worry I am misunderstanding the text 28. I get anxious about grasping the main idea 29. I fear my interpretation is incorrect				
		1. Nervousness with new subjects 2. Difficulty concentrating 3. Stress from unknown content	30. I get nervous when reading about unfamiliar subjects 31. I have difficulty concentrating when reading unfamiliar English topics 32. I feel stressed when the content is unknown to me				
		1. Worry about interpretation mistakes 2. Fear of incorrect	33. I worry about making interpretation mistakes 34. I fear that my				

		comprehension	understanding of the text is incorrect				
4.	Foreign Language Writing Anxiety	1. Body tension during writing 2. Physical nervousness 3. Trembling or perspiring 4. Heart pounding 5. Mind going blank	35. My body feels tense when writing in English 36. I experience physical nervousness during writing tasks 37. I tremble or perspire when I write English compositions 38. My heart beats fast when I write in English 39. My mind often goes blank when I start to work on a composition				
		1. Worry about writing quality 2. Preoccupation with mistakes 3. Fear of criticism 4. Negative expectations 5. Concern about evaluation	40. I constantly worry about my writing quality 41. I cannot stop thinking about making mistakes 42. I am afraid that my English composition is poorly organized 43. I am afraid that other students would laugh at my English composition if they read it 44. I feel anxious when my lecturer evaluates my English writing				
		1. Reluctance to	45. I avoid writing				

		write	assignments				
		2. Procrastination	when possible				
		on tasks	46. I procrastinate				
		3. Task withdrawal	on writing tasks				
		4. Minimal	47. I try to avoid				
		engagement	situations in				
		5. Avoiding	which I have to				
		writing	write in English				
		situations	48. I do as little				
			writing as				
			possible in				
			English				
			49. I often prefer				
			writing my				
			ideas in				
			Indonesian				
			rather than in				
			English				

E. Validity and Reliability

When selecting a data instrument or developing a question to quantify an objective, researchers must adhere to two widely accepted guidelines among experts. Validity and reliability are terms that describe the accuracy and quality of data instruments.

1. Validity

Validity is a prerequisite for obtaining credible research results. An instrument is considered valid when it accurately measures what it is intended to measure⁴². In this study, content validity and construct validity were employed to ensure that the questionnaire appropriately measured foreign language anxiety across the four language skills of listening, speaking, reading, and writing.

⁴² Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.). Pearson.

To establish content validity, the questionnaire was reviewed by expert validators in the field of English education. The validators evaluated the questionnaire items in terms of clarity, relevance, language appropriateness, and consistency with the operational definitions of the research variables. Based on the validators' suggestions and feedback, several revisions were made to improve the quality and appropriateness of the questionnaire items before conducting the try-out.

After the expert validation process, a try-out was conducted involving 25 second-semester students of the English Tadris Study Program at UIN Fatmawati Sukarno Bengkulu who possessed characteristics similar to those of the research participants but were not included in the main study. The try-out was conducted from 19 May 2026, during which all 25 questionnaires were successfully collected. The data obtained from the try-out were then used to examine the validity and reliability of the questionnaire before the main data collection process.

Construct validity was examined statistically using the Pearson Product-Moment Correlation through SPSS version 31 software. Each item score was correlated with the total score of its respective variable to determine whether the item accurately measured the intended construct. An item was considered valid when its obtained r -value exceeded the r -table value of 0.396. Therefore, questionnaire items with r -values greater than 0.396 were considered valid, whereas those with r -values lower than 0.396 were considered invalid.

Based on the validity test results, 49 out of 53 questionnaire items met the required validity criterion and were retained for the main data collection. However, Item 10 ($r = 0.357$), Item 24 ($r = 0.199$), Item 25 ($r = 0.394$), and Item 49 ($r = 0.342$) were found to be invalid because their obtained r -values were lower than the required r -table value of 0.396. Consequently, these items were excluded from the final questionnaire. The decision to remove the items was made because the indicators represented by the invalid items were already sufficiently covered by other valid items within the same construct. Therefore, the removal of these items did not affect the overall representation of the constructs being measured. As a result, the final questionnaire consisted of 49 valid items, which were subsequently used for the main data collection.

2. Reliability

Reliability refers to the absence of measurement mistakes in a test. Higher measurement errors indicate less reliability⁴³. Reliability is a very important factor in assessment and is presented as an aspect contributing to validity, not opposed to it. To assess internal consistency in this research, the researcher would use Cronbach's alpha.

Table. 3.4

Interpretation of Cronbach's Alpha

Cronbach Alpha Value	Interpretation
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable

⁴³ James H. McMillan and Sally Schumacher, *Research in Education: Evidence-Based Inquiry*, 6th ed. (Boston, MA: Allyn and Bacon, 2006).

$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

After validating the instrument and questionnaire, the researchers utilized Cronbach's alpha to assess reliability. The reliability of the questionnaire was assessed using SPSS version 31 to determine whether the instrument met the required reliability standards.

Table 3.5

Reliability Statistics

Cronbach's Alpha	N of Item
0.961	49

The reliability analysis presented in the table above showed a Cronbach's Alpha value of 0.961, which falls within the excellent range of reliability.

F. Technique of Data Analysis

This study employs descriptive statistical analysis. According to Creswell, quantitative data analysis involves organizing numerical data and analyzing it using statistical procedures to describe trends and distributions⁴⁴. Descriptive statistics are used to summarize, describe, and interpret data without making causal inferences. This statement emphasizes the importance of data analysis in providing detailed information about a study's findings.

Step 1: Scoring the Questionnaire

⁴⁴ Creswell, John W. "RESEARCH DESIGN: Qualitative, Quantitative, and Mixed Methods Approaches 4rd." (2014).

Foreign Language Anxiety in Four Language Skills items were measured using a four-point Likert scale:

Table 3.6
Scores' Agreement

Options	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
Score	4	3	2	1

Step 2: Calculating the Data

To determine the highest skill in foreign language anxiety, the mean score was calculated using SPSS 31 with the following formula:

$$M = \frac{\sum X}{N}$$

Where:

M: Mean Value

$\sum X$: Total Score Points

N: Total number of respondents

The categorization was based on the mean scores derived from students' responses to the Likert-scale questionnaire items. Higher mean scores indicated a higher of foreign language anxiety, whereas lower mean scores reflected a lower of anxiety⁴⁵.

Step 3: Anxiety Classification

⁴⁵ Boone Jr, Harry N., and Deborah A. Boone. "Analyzing likert data." *The Journal of extension* 50, no. 2 (2012): 48.

This forced-choice format has been adopted in prior Indonesian EFL anxiety research and is consistent with the recommendation of Djaali and Muljono for scales measuring latent affective constructs. Mean scores for each section and for the full instrument are interpreted according to the four-band classification presented in Table 3.7

Table 3.7
Anxiety Classification⁴⁶

Score	Four-Point Likert Scale	Mean Score Range	Anxiety Category
1	Strongly Disagree	1.00 – 1.75	Low Anxiety
2	Disagree	1.76–2.50	Moderate Anxiety
3	Agree	2.51–3.25	High Anxiety
4	Strongly Agree	3.26–4.00	Very High Anxiety

Higher mean scores indicated higher skill in foreign language anxiety, while lower mean scores reflected lower levels of anxiety.

The study employed a four-point Likert scale without a neutral option. The anxiety levels were classified into four categories based on the following interval calculation:

$$\frac{4 - 1}{4} = 0.75$$

Step 4: Identifying dominant factors associated with foreign language anxiety

After identifying the skill with the highest anxiety, the last step in the analysis focused on the questionnaire items representing the most

⁴⁶ Creswell, John W., and J. David Creswell. *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications, 2017.

factors of foreign language anxiety in the identified skill. To support the interpretation of the mean scores, we also conducted a percentage analysis to determine how frequently the respondents reported each factor. The percentage of responses for each item was calculated using the following formula:

$$P = \frac{f}{N} \times 100\%$$

Where:

P: Percentage

F: Frequency of responses

N: Total number of respondents

The percentage analysis offered further insights into the proportion of students who reported experiencing specific anxiety factors. Items with the highest percentages and mean scores were interpreted as the key most factor to foreign language anxiety in the identified language skill.

To generate a composite index for measuring students' foreign language anxiety, the response options in the questionnaire were summated and categorized into two categories: 10%–50% = Negative and 51%–100% = Positive⁴⁷. The Positive or Negative labels here are not value judgments but they are the scoring categories from Mahmud's measurement scale, used to convert Likert responses into a percentage. I used that percentage threshold to identify which items had the highest

⁴⁷ Mahmud, H. "Skala Pengukuran Variabel-Variabel Penelitian Pendidikan Agama Islam." *Jawa Timur: Yayasan Pendidikan Uluwiyah* (2022).

proportion of the most anxiety factor, so the table's real function is to rank and identify the most frequently occurring anxiety factors, not to classify them as good or bad as presented in Table 3.8

Table 3.8

Agreement Terms for the Foreign Language Anxiety Category

Scale	Category	
Strongly Agree, Agree	Combined	Positive (the most factor anxiety)
Disagree, Strongly Disagree	Combined	Negative (not the most factor anxiety)

Gliem and Gliem explain that even though not all summated scales follow Likert's original method exactly, they still apply the same basic principle: combining responses to related items to represent an overall level of agreement⁴⁸. In this study, that principle is applied to measure first-semester EFL students' foreign language anxiety across the four language skills of listening, speaking, reading, and writing.

⁴⁸ Gliem, Joseph A., and Rosemary R. Gliem. "Calculating, interpreting, and reporting Cronbach's alpha reliability coefficient for Likert-type scales." Midwest research-to-Practice Conference in Adult, Continuing, and community education, 2003.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Findings

This chapter shows the findings of a study on foreign language anxiety (FLA) among first-semester English Tadris Study Program (Tadris Bahasa Inggris) students at IAIN Curup. The questionnaire was distributed over ten days, from 29 May to 7 June, using Google Forms shared via WhatsApp to ensure all respondents had sufficient time and convenient access to complete it. A total of 59 respondents completed the validated 49-item Likert-scale questionnaire, which assessed FLA across four language skills: speaking, listening, reading, and writing, using four-point response options ranging from strongly disagree (1) to strongly agree (4). A descriptive statistical analysis was performed using SPSS version 31 to discover which language skill was connected with the highest anxiety of FLA, and to identify the major factors contributing to anxiety in that skill.

1. Language Skill Exhibited With the Highest Foreign Language Anxiety

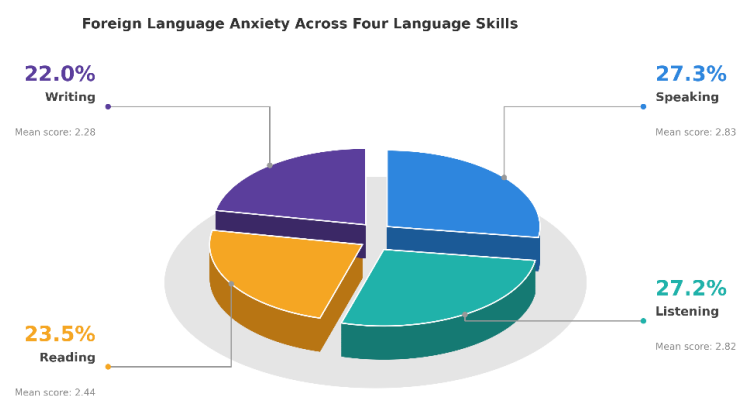
The first research question aimed to determine the language skill that exhibits the highest foreign language anxiety among first-semester EFL students in the English Tadris Study Program at IAIN Curup. To answer this question, mean scores were calculated for each skill part and interpreted using the four-band anxiety classification used in this study: 1.00-1.75 = Low Anxiety; 1.76-2.50 = Moderate Anxiety; 2.51-3.25 = High Anxiety; and 3.26-4.00 = Very High Anxiety. The results will be shown in Table 4.1.

Table 4.1**Mean Scores and Anxiety Categories Across Four Language Skills**

No.	Language Skill	N of Items	Mean Score	Anxiety Category
1.	Speaking	10	2.83	High Anxiety
2.	Listening	12	2.82	High Anxiety
3.	Reading	12	2.44	Moderate Anxiety
4.	Writing	15	2.28	Moderate Anxiety

Note. Scale range 1.00–4.00. Classification based on Creswell & Creswell (2017) and Djaali & Muljono.

As shown in Table 4.1, speaking recorded the highest mean score ($M = 2.83$, High Anxiety), followed by listening ($M = 2.82$, High Anxiety), reading ($M = 2.44$, Moderate Anxiety), and writing ($M = 2.28$, Moderate Anxiety). Although the difference between speaking and listening is minimal (0.01), speaking consistently ranks highest, indicating it is the language skill most closely associated with foreign language anxiety among the participants. This finding directly answers Research Question 1. Both reading and writing fell within the Moderate Anxiety range, indicating comparatively lower but non-negligible anxiety in those skills.

**Figure 4.1****Mean Scores and Anxiety Categories Across Four Language Skills**

2. The Most Reported Factors of Speaking Anxiety

Because speaking was identified as the most anxiety-provoking skill, subsequent analysis focused on the four sub-indicators constituting foreign language speaking anxiety: Linguistic Competence Concerns, Cognitive Interference, Fear of Negative Evaluation, and Physiological Symptoms. Table 4.2 presents the mean scores for each sub-indicator.

Table 4.2

Mean Scores of Foreign Language Speaking Anxiety Sub-Indicators

No.	Sub-Indicator	Mean Score	Anxiety Category
1.	Linguistic Competence Concerns	2.99	High Anxiety
2.	Cognitive Interference	2.97	High Anxiety
3.	Fear of Negative Evaluation	2.79	High Anxiety
4.	Physiological Symptoms	2.48	Moderate Anxiety
Overall Speaking Mean		2.83	High Anxiety

Note. Scale range 1.00–4.00.

As shown in Table 4.2, Linguistic Competence Concerns emerged as the highest-ranking sub-indicator ($M = 2.99$, High Anxiety), followed by Cognitive Interference ($M = 2.97$, High Anxiety), Fear of Negative Evaluation ($M = 2.79$, High Anxiety), and Physiological Symptoms ($M = 2.48$, Moderate Anxiety). Three of the four sub-indicators reached the High Anxiety threshold, confirming that speaking anxiety among these first-semester EFL learners is a multidimensional experience spanning cognitive, linguistic, and affective dimensions. Physiological Symptoms, while the lowest-ranked, remained close to the High Anxiety boundary, suggesting that physical manifestations of nervousness are also present, though comparatively less prominent.

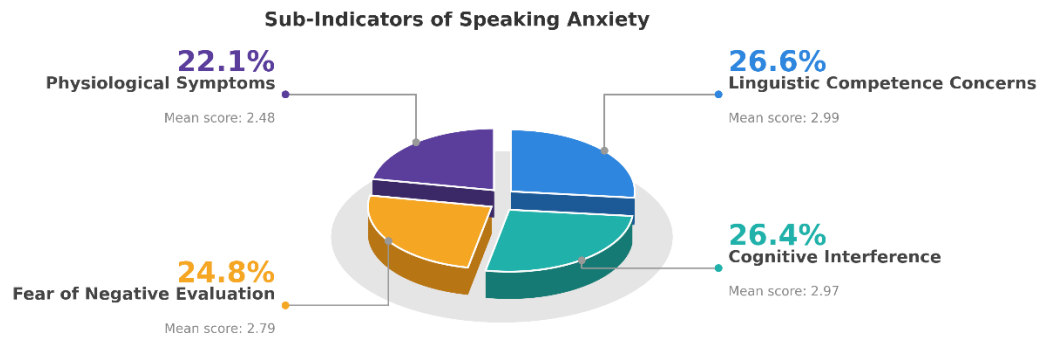


Figure 4.2

Distribution of Foreign Language Speaking Anxiety Sub-Indicators

To provide a clearer visual representation of these proportions, Figure 4.2 illustrates the relative contribution of each sub-indicator to overall speaking anxiety. While Table 4.2 and Figure 4.2 establish the pattern at the sub-indicator level, a more detailed picture emerges when the analysis is broken down to the level of individual questionnaire items. Table 4.3 therefore presents the item-level descriptive statistics for all ten items comprising the speaking anxiety construct, allowing the specific statements that most strongly drove each sub-indicator's mean score to be identified.

Table 4.3

Indicator Descriptive Statistics for Foreign Language Speaking Anxiety

No	Indicator	SA (%)	A (%)	D (%)	SD (%)	Positive SA+A (%)	Negative D+SD (%)
1.	Linguistic Competence Concerns	27.7	50.3	15.8	6.2	78.0	22.0
2.	Cognitive Interference	25.4	50.0	20.3	4.2	75.4	24.5
3.	Fear of Negative Evaluation	22.0	45.8	21.5	10.7	67.8	32.2

4	Physiological Symptoms	8.5	42.4	38.1	11.0	50.9	49.1
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The percentage distribution is shown in the following pie charts to provide respondents' answers for each indication a clearer visual representation.

1. Linguistic Competence Concerns

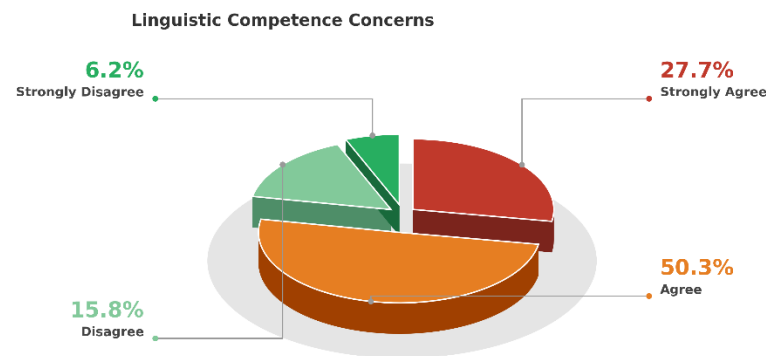


Figure 4.3 Linguistic Competence Concerns

Figure 4.4 presents the percentage distribution for Linguistic Competence Concerns recorded the highest positive response rate among all four sub-indicators (78.0%), with 27.7% Strongly Agree and 50.3% Agree. This indicates that concerns about vocabulary, grammar, and pronunciation are the most dominant source of speaking anxiety among the respondents. This is illustrated by item Q04 “*I worry I don't have enough vocabulary to express myself*” which recorded the highest individual mean score in the entire sub-indicator set ($M = 3.07$, 83.1% agreement, High Anxiety), suggesting that vocabulary limitation specifically, more than grammar or pronunciation, is the most pressing linguistic concern for these learners.

2. Cognitive Interference

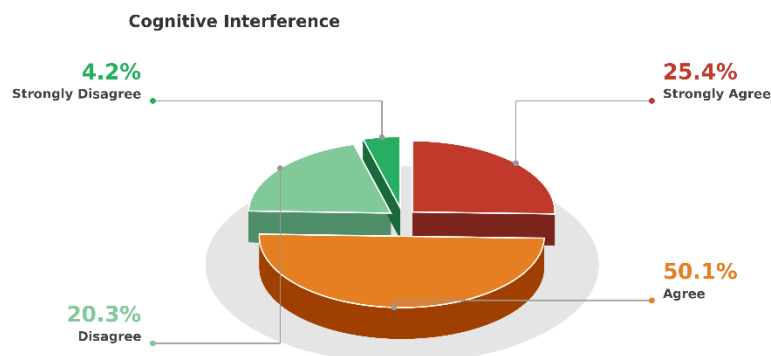


Figure 4.4 Cognitive Interference

Figure 4.4 presents the percentage distribution for Cognitive Interference showed a positive response rate of 75.4% (25.4% Strongly Agree, 50.0% Agree), reflecting those students frequently experience mental blocking or forgetfulness during real-time speech production. This is exemplified by item Q08 “*I forget words I know when speaking English under pressure*” which recorded the highest mean score across all ten items in this analysis ($M = 3.12$, 86.4% agreement, High Anxiety). This suggests that performance pressure during spontaneous speech, rather than a genuine lack of knowledge, is a major driver of speaking anxiety for these students.

3. Fear of Negative Evaluation

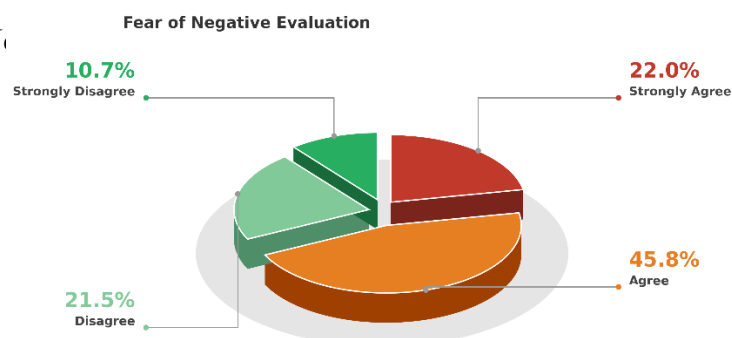


Figure 4.5 Fear of Negative Evaluation

Figure 4.3 presents the percentage distribution for Fear of Negative Evaluation shows that 67.8% of students responded positively (22.0% Strongly Agree, 45.8% Agree), while only 32.2% disagreed. This indicates that most first-semester students experience anxiety related to being judged or corrected while speaking English. For example, item Q01 *“I am afraid that other students will laugh at me while I am speaking English”* recorded a mean score of 2.92 with 74.6% combined agreement, falling into the High Anxiety category. This suggests that peer judgment, more so than lecturer correction, is a particularly strong trigger of speaking anxiety within this sub-indicator.

4. Phsyiological Syntompts

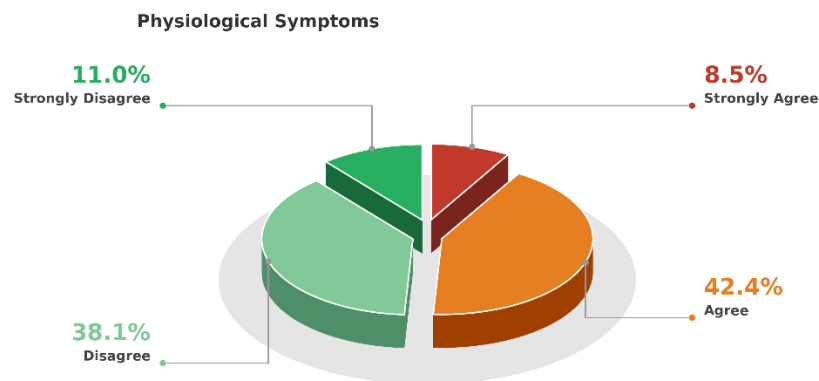


Figure 4.6 Physiological Symptoms

Figure 4.4 presents the percentage distribution for Physiological Symptoms showed the most evenly split distribution of the four sub-indicators, with only 50,9% positive responses against 49.1% negative, far lower than the

other three sub-indicators. This indicates that physical anxiety reactions are experienced less consistently across the sample. This is reflected in item Q10 “*I feel uncomfortable expressing myself freely while speaking English*” which recorded a mean of 2.51 (52.5% agreement, High Anxiety), narrowly crossing into the high-anxiety range. At the same time, its counterpart Q09 (bodily tension) remained in the Moderate Anxiety range ($M = 2.46$). This suggests that psychological discomfort during speaking is somewhat more prevalent than purely physical/somatic tension among these students.

B. Research Discussion

The following discussion interprets the findings in relation to the theoretical frameworks and prior research reviewed in Chapter II, addressing each research question in turn.

1. Speaking as the Highest Level of Foreign Language Anxiety

The finding that speaking is associated with the highest FLA is consistent with the broader literature on foreign language anxiety. This result aligns with Yaikhong and Usaha’s conceptualization of public speaking anxiety in EFL classrooms as a skill-specific, performance-based construct distinctively triggered by evaluative academic conditions⁴⁹. It also supports Hamdard et al.’s characterization of speaking anxiety as comprising tension, nervousness, and apprehension that impair speech production, particularly in classroom settings involving peer and lecturer observation.

⁴⁹ Yaikhong, Kriangkrai, and Siriluck Usaha. "A Measure of EFL Public Speaking Class Anxiety: Scale Development and Preliminary Validation and Reliability." *English Language Teaching* 5, no. 12 (2012): 23-35.

The proximity of listening anxiety to speaking anxiety deserves attention. Both skills share a defining feature: they require real-time processing under conditions that learners cannot control or revisit. In speaking, learners must produce language instantaneously while being observed and evaluated. In listening, they must decode speech at the speaker's pace without the ability to pause or replay. This shared characteristic of temporal immediacy and lack of control helps explain why both skills generate high anxiety levels that are nearly equivalent in magnitude. Reading and writing, by contrast, allow learners to re-read, revise, and reflect, which appears to reduce the affective pressure these skills generate.

For first-semester students at IAIN Curup, the primacy of speaking anxiety is particularly explicable through Schlossberg's transition model and Horwitz et al.'s framework of early-stage learner vulnerability. Students in their first semester are simultaneously navigating new institutional environments, unfamiliar peer relationships, and heightened academic expectations, all while being required to perform in a foreign language. This convergence of developmental and linguistic pressures creates a context in which the social visibility and evaluative immediacy of speaking tasks intensify affective responses in ways that more private skills, such as reading and writing, do not.

This finding also resonates with previous research on foreign language speaking anxiety within the Indonesian EFL context. Muslimah's study of seventh-semester students at UIN Suska Riau likewise identified speaking as a persistent source of foreign language anxiety, driven by comparable factors such as fear of negative judgment and limited confidence in oral

performance⁵⁰. The consistency of this pattern across different academic levels, from first-semester to seventh-semester students, suggests that speaking anxiety does not simply diminish with additional years of study unless it is deliberately addressed through targeted pedagogical intervention.

2. The Most Reported Factors of Speaking Anxiety

a. Linguistic Competence Concerns as the Most Reported Factor in Speaking Anxiety

Among the four speaking sub-indicators, Linguistic Competence Concerns emerged as the most prominent. The three items comprising this sub-indicator all achieved high mean scores: vocabulary insufficiency, pronunciation worry, and grammatical error anxiety. Collectively, students agreed or strongly agreed with these items, indicating that perceived inadequacy of linguistic resources is the most widely shared source of speaking anxiety in this sample.

This finding is theoretically consistent with Horwitz et al.'s identification of communication apprehension as a foundational component of FLA. Communication apprehension, as they define it, arises from learners' fear or discomfort when engaging in oral communication, driven substantially by their self-perceived inability to communicate accurately and fluently. In EFL contexts such as IAIN Curup, where learners' exposure to English is largely confined to formal classroom

⁵⁰ Muslimah, Siti Nuri. *Foreign Language Anxiety in Speaking Performance during Teaching Practice Program at the Seventh Semester Students of the English Education Department of UIN Suska Riau*. Diss. Universitas Islam Negeri Sultan Syarif Kasim Riau, 2023.

instruction with limited authentic communicative practice, the gap between receptive linguistic knowledge and productive oral ability is frequently pronounced. Students may be able to recognize vocabulary and grammar in reading or listening contexts but feel unable to deploy these resources accurately under the time pressure of spontaneous speech, generating a persistent sense of linguistic inadequacy.

This pattern has practical implications for instruction. Lecturers at IAIN Curup may consider incorporating structured opportunities for low-stakes, scaffolded oral practice early in the first semester, allowing students to build vocabulary, pronunciation confidence, and grammatical fluency in supportive conditions before progressing to more evaluative speaking tasks.

b. Cognitive Interference as the Second Dominant Factor

Cognitive Interference ranked as the second-highest speaking sub-indicator, with Q08 (“I forget words I know when speaking English under pressure”) producing the highest item mean in the entire speaking section and the highest combined agreement rate of any speaking item. Q07 (“My mind goes blank when I try to speak English”) similarly reflects the temporary loss of access to known linguistic resources that anxiety induces.

This pattern directly corroborates MacIntyre and Gardner’s cognitive-processing model of language anxiety. They propose that anxiety interferes with language performance at the output stage by consuming

working memory resources that would otherwise be allocated to lexical retrieval, grammatical encoding, and discourse organization. The exceptionally high endorsement of Q08 in this study, with nearly nine in ten students reporting that they forget known words when speaking under pressure, suggests that this cognitive interference phenomenon is both widespread and severe among first-semester EFL learners at IAIN Curup.

The interaction between Linguistic Competence Concerns and Cognitive Interference is particularly noteworthy. Students who already feel uncertain about their vocabulary and grammar are predisposed to experience greater anxiety when speaking, and this heightened anxiety in turn consumes the working memory capacity needed for accurate language production, creating a self-reinforcing cycle. Breaking this cycle may require pedagogical strategies that reduce perceived evaluative stakes during speaking practice, such as peer conversations, think-pair-share activities, or recorded self-assessment, rather than immediate performance in front of the entire class.

c. Fear of Negative Evaluation and the Social Dimension of Speaking Anxiety

Fear of Negative Evaluation ranked third among speaking sub-indicators. The item “I am afraid that other students will laugh at me while I am speaking English” (Q01) generated the highest mean within this sub-indicator. Fear of lecturer correction in front of others (Q03) and worry about peer judgment during mistakes (Q02) were also substantially endorsed. These results confirm that the social and evaluative dimensions

of classroom speaking situations are significant sources of anxiety for first-semester students.

This finding is consistent with Horwitz et al.'s tripartite model of FLA, in which fear of negative evaluation is identified as one of the three core components alongside communication apprehension and test anxiety. In the context of first-semester students who are still establishing their social identities within a new academic peer group, the perceived social risk of making public errors is amplified. As Horwitz et al. note, early-stage learners frequently compare themselves unfavorably to more proficient peers, which heightens sensitivity to public mistakes and discourages voluntary participation in speaking activities.

d. Physiological Symptoms: The Least Dominant but Present Factor

Physiological Symptoms recorded the lowest mean among speaking sub-indicators, making it the only speaking sub-indicator to fall below the High Anxiety threshold. Q09 ("Certain parts of my body feel very tense and rigid while I am speaking English") registered below the moderate-high boundary, while Q10 ("I feel uncomfortable expressing myself freely while speaking English") narrowly entered the High Anxiety range. These findings suggest that while physical manifestations of anxiety, such as bodily tension, are present for some students, they are less universally experienced than the cognitive, linguistic, and evaluative dimensions captured by the other three sub-indicators.

This result is somewhat consistent with Hsu et al.'s documentation of physiological responses to speaking anxiety, but suggests that in this particular sample, somatic symptoms are a secondary rather than primary manifestation. A possible explanation is that first-semester students have developed some capacity to manage surface-level physical symptoms through prior educational experience, even when the underlying cognitive and linguistic anxieties remain unresolved.

3. Listening, Reading, and Writing Anxiety

The near-equivalence of speaking and listening anxiety underscores the critical role of real-time, uncontrollable language processing as a source of FLA. The uniformly High Anxiety ratings across all four listening sub-indicators suggest that listening anxiety in this sample is a pervasive and undifferentiated experience, without any particular dimension offering significant relief. This is consistent with Elkhafaifi's finding of a significant negative relationship between listening anxiety and listening comprehension, and with MacIntyre and Gardner's model of input-stage cognitive interference. The finding that Q19 ("I worry about missing information with no chance to hear it again") and Q11 ("I feel overwhelmed when speakers talk too fast") are among the highest-scoring items in the entire instrument further highlights the role of perceived helplessness and loss of control in generating listening anxiety. This pattern is also consistent with Maharsi's survey of EFL undergraduate students, which similarly reported listening anxiety as a widespread experience closely tied to the rapid and uncontrollable nature of

spoken input⁵¹, reinforcing that this vulnerability is not unique to this particular sample but reflects a broader tendency among EFL learners at the tertiary level.

Reading anxiety, with Moderate Anxiety. General Reading Anxiety had the highest mean of the five sub-indicators, indicating that participants' most common reading anxiety experience is a general sensation of discomfort and unease when confronted with written English passages. This is theoretically grounded in Saito, Garza, and Horwitz's assertion that foreign language reading anxiety is a skill-specific construct, distinct from general language anxiety, triggered by unfamiliar orthographic and linguistic patterns encountered during real-time meaning construction⁵². Unknown Vocabulary/Language Elements was the second-highest sub-indicator, indicating that discovering unfamiliar words and complex sentence patterns adds significantly to reading anxiety, consistent with Kim's account of reading anxiety as a function of cognitive load, in which decoding unfamiliar lexical and syntactic structures consumes working memory resources that would otherwise support comprehension⁵³. Difficulty/Comprehension Concerns and Interpretation Concerns were in the middle of Moderate Anxiety, while Content Unfamiliarity had the lowest mean, indicating that anxiety about unfamiliar subject matter is less common among these students. Notably, Q33 ("I worry about making interpretation mistakes") crossed into the High Anxiety threshold individually, indicating that, despite the overall moderate reading anxiety

⁵¹ Maharsi, Ista. "Listening Anxiety of EFL Undergraduate Students: A Survey Study." (2020).

⁵² Saito, Yoshiko, Thomas J. Garza, and Elaine K. Horwitz. "Foreign Language Reading Anxiety." *The Modern Language Journal* 83, no. 2 (1999): 202-218.

⁵³ Kim, Hyang Il. "The Underlying Factors of Foreign Language Reading Anxiety: Their Effects on Strategy Use and Orientation toward Reading." *Studies in Second Language Learning and Teaching* 11, no. 2 (2021): 213-234.

profile, stress caused by unknown content remains a significant source of distress for a sizable proportion of participants. This moderate-anxiety profile is broadly consistent with Sa'adah's study of EFL learners' reading anxiety, which similarly identified unfamiliar vocabulary and text difficulty as recurring sources of discomfort, despite differences in participants' educational level⁵⁴, suggesting that these sources of reading anxiety are relatively stable across different stages of EFL education.

Writing anxiety was the lowest among the four skills. Avoidance Behavior had the greatest mean, indicating that the predominant behavioral manifestation of writing anxiety in this sample is students' tendency to delay, withdraw from, or reduce participation in English writing assignments. Somatic Anxiety indicating that physical symptoms such as bodily tension and elevated heart rate when writing exist but are not dominant. Cognitive Anxiety had the lowest mean, indicating that internal anxiety and negative self-evaluation, while prevalent, are less severe. This pattern contradicts Cheng's conceptualization of writing anxiety as primarily driven by cognitive preoccupation with performance quality, fear of evaluation, and intrusive negative thoughts, implying that for first-semester EFL students at IAIN Curup, avoidance behavior is a more visible expression of writing anxiety than internal cognitive distress. This divergence becomes clearer when compared with Saidah's study of fifth-semester students, which found writing anxiety to be high overall and predominantly cognitive in nature, with worry and negative

⁵⁴ Sa'adah, Siti. "Students' Reading Anxiety in English Foreign Language Learning." *Journal of English Language Teaching and Linguistics* 1 (2020).

self-evaluation identified as the most prominent type of anxiety⁵⁵. The contrast suggests that the dominant expression of writing anxiety may vary across learner populations and stages of academic development: while more advanced students may internalize writing anxiety cognitively, first-semester learners in the present study appear to externalize it more through avoidance and reduced engagement, possibly reflecting still-developing coping strategies and comparatively limited experience with sustained academic writing tasks.

⁵⁵ Saidah, Rifqoh. "An Analysis of Students' English Writing Anxiety: Level, Dominant Type, and Possible Causes." Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta, 2023.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study was conducted to explore foreign language anxiety among first-semester EFL learners at the English Tadris Study Program of IAIN Curup. Specifically, the study aimed to identify the language skill associated with the highest level of foreign language anxiety and to investigate the factors contributing to anxiety in the skill identified as the most anxiety-provoking. Based on the findings and discussion presented in the previous chapter, several conclusions can be drawn.

1. The findings reveal that speaking is the language skill associated with the highest level of foreign language anxiety among first-semester EFL learners. Compared with listening, reading, and writing, speaking was perceived as the most anxiety-provoking skill because students experienced greater nervousness, hesitation, and lack of confidence when they were required to communicate orally in English. These findings indicate that speaking activities remain the greatest emotional challenge for first-semester students as they adapt to university-level English learning.
2. The findings indicate that several factors contribute to students' speaking anxiety, namely Linguistic Competence Concerns, Cognitive Interference, Fear of Negative Evaluation, and Physiological Symptoms. Among these factors, concerns about linguistic competence emerged as the most dominant contributor, showing that students were primarily anxious

because they doubted their vocabulary, grammar, and pronunciation abilities when speaking English. In addition, difficulties in processing ideas while speaking, fear of making mistakes or being negatively evaluated by others, and physical reactions such as nervousness and tension also contributed to the development of speaking anxiety.

Overall, this study concludes that foreign language anxiety is a multidimensional phenomenon experienced by first-semester EFL learners, with speaking identified as the language skill most strongly associated with anxiety. The findings also demonstrate that speaking anxiety arises from the interaction of linguistic, cognitive, psychological, and physiological factors. Therefore, greater attention should be given to creating a supportive learning environment that helps students build confidence and gradually reduce anxiety in English-speaking activities.

B. Suggestion

This research is expected to provide benefits to various parties involved in the English language learning process.

1. The Researcher

This study aims to assist the researcher in better understanding foreign language anxiety (FLA) and obtain practical experience collecting and interpreting quantitative data. The study focuses on first-semester English Tadris Study Program students, shedding light on the specific dynamics of language anxiety within the institutional setting.

2. The Students

The study's findings tend to help students identify their personal language skills that are related to the most foreign language anxiety and then take informed action to control it. This awareness can enhance their confidence and drive them to actively participate in developing all four basic language abilities.

3. The Lecturer

This study may assist lecturers notice students' emotive features, particularly fear, during foreign language acquisition. The findings may help define teaching methods, assessment procedures, and classroom environments that enhance language development while lowering emotional stress.

4. Institution

The findings of this study can be used as internal evaluation material by the English Tadris Study Program at IAIN Curup to develop policies and curricula that address students' psychological needs. Furthermore, the findings may stimulate the introduction of academic advising and counseling services that focus on students' mental health throughout foreign language acquisition.

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A P P E N D I C E S

APPENDIX 1

VALIDATION OF DATA

Questionnaire Items FLA in Four Language Skills

No.	Skill	Indicators	Items
1.	Foreign Language Speaking Anxiety	1. Fear of peer judgment and mockery 2. Fear of teacher correction or criticism 3. Self-consciousness in public speaking contexts	1. I am afraid that other students will laugh at me while I am speaking English 2. I worry about what others think when I make mistakes { Stefhanie, item ini sudah relevan dengan speaking anxiety, tetapi kalimatnya masih terlalu umum dan belum secara spesifik mengarah pada konteks berbicara bahasa Inggris. Dalam instrumen psikologis, item perlu jelas mengarah pada situasi yang diukur agar responden tidak menafsirkan secara luas. } Perbaiki seperti contoh ini: • I worry about what others think when I make mistakes while speaking English 3. I am afraid my teacher will correct me in front of others
		1. Limited vocabulary anxiety 2. Grammar inadequacy concerns 3. Pronunciation accuracy worries	4. I worry I don't have enough vocabulary to express myself 5. I am anxious about making grammatical errors when speaking { item ini sudah baik tetapi akan lebih kuat apabila konteks bahasa Inggris disebutkan secara eksplisit agar konsisten dengan item lain pada bagian speaking anxiety. } perbaiki seperti contoh berikut ini: • I am anxious about making grammatical errors when speaking English. 6. I worry about my pronunciation when speaking
		1. Mental blocks	7. My mind goes blank when I try to

		during speaking 2. Memory disruption under pressure	speak English 8. I forget words I know when speaking under pressure {item ini relevan, tetapi istilah “under pressure” masih cukup luas. Akan lebih baik jika tekanan yang dimaksud dikaitkan dengan situasi penggunaan bahasa Inggris.} Perbaiki item seperti contoh berikut ini: • I forget words I know when speaking English under pressure.
		1. Body tension and rigidity 2. Difficulty coordinating movements 3. Dislike using the body expressively	9. Certain parts of my body feel very tense and rigid while I am speaking English 10. I have trouble coordinating my movements while I am speaking English {Stefhanie, item ini kurang kuat sebagai indikator foreign language anxiety karena koordinasi gerakan tubuh lebih dekat dengan aspek motorik daripada kecemasan berbahasa. Item ini berpotensi menurunkan validitas konstruk.} perbaiki item seperti contoh berikut ini: • I feel physically uncomfortable when speaking English in front of others. 11. I dislike using my voice and body expressively while I am speaking English {item ini lebih mengukur gaya komunikasi atau kepribadian dibanding anxiety. Seseorang bisa saja tidak ekspresif tetapi tidak mengalami kecemasan.} perbaiki item seperti contoh berikut ini: • I feel uncomfortable expressing myself freely while speaking English.
2.	Foreign Language Listening Anxiety	1. Rapid speech anxiety 2. Overwhelmed by speed	12. I feel overwhelmed when speakers talk too fast 13. I worry I cannot process spoken English quickly enough

		3. Cannot process quickly enough	14. I get anxious when I cannot keep up with the speed of speech
		1. Unfamiliar vocabulary panic 2. Unknown phonology worry 3. Accent variation difficulty	15. I panic when I hear unfamiliar words while listening 16. I worry about understanding new sounds in English {istilah “new sounds” terdengar kurang natural dalam konteks listening anxiety dan dapat membingungkan responden. Akan lebih baik menggunakan istilah pronunciation atau spoken sounds.} perbaiki item seperti contoh berikut ini: • I worry about understanding unfamiliar English pronunciation. 17. I get anxious when I encounter unfamiliar accents
		1. Cannot pause or replay 2. Cannot control pace 3. Missing information fear	18. I get anxious when I cannot pause or replay what I hear 19. I feel stressed when I cannot control the pace of listening 20. I worry about missing information with no chance to hear it again
		1. Cannot guess from context 2. Cannot predict what's next 3. Difficulty using background knowledge	21. I struggle to guess the meaning from context while listening {item ini lebih mengukur kemampuan listening comprehension daripada anxiety. Sebaiknya unsur kecemasan dimunculkan secara eksplisit.} perbaiki item seperti contoh berikut ini: • I feel anxious when I cannot guess meaning from context while listening. 22. I get anxious when I cannot predict what comes next 23. I have difficulty using background knowledge to help comprehension {Stefhanie, item ini terlalu mengarah pada kemampuan kognitif dibanding emotional response. Sebaiknya dikaitkan langsung dengan perasaan cemas.} perbaiki item ini seperti

			contoh berikut: I feel anxious when I cannot use my background knowledge to understand spoken English.
3.	Foreign Language Reading Anxiety	1. Nervousness when reading 2. Tension with written materials 3. General discomfort	24. I feel nervous when I have to read English texts 25. I get anxious when presented with reading assignments 26. I worry about understanding written passages
		1. Overwhelmed by unknown words 2. Panic at unfamiliar vocabulary 3. Anxiety about complex structures	27. I feel overwhelmed by unknown words in texts 28. I panic when I encounter unfamiliar words while reading 29. Complex sentence structures make me anxious
		1. Fear of misunderstanding 2. Anxiety about the main idea 3. Fear of incorrect interpretation	30. I worry I am misunderstanding the text 31. I get anxious about grasping the main idea 32. I fear my interpretation is incorrect
		1. Nervousness with new subjects 2. Difficulty concentrating 3. Stress from unknown content	33. I get nervous when reading about unfamiliar subjects 34. I have difficulty concentrating on new topics { Stefhanie, item ini lebih mengukur konsentrasi belajar umum daripada reading anxiety secara spesifik. } perbaiki seperti contoh berikut ini: I have difficulty concentrating when reading unfamiliar English topics. 35. I feel stressed when the content is unknown to me
		1. Fear of misunderstanding 2. Worry about interpretation mistakes 3. Fear of incorrect comprehension	36. I am afraid I will misunderstand what I read Khusus item nomor 30 dan 36 mengukur hal yang hampir sama sehingga berpotensi redundan. Redundansi dapat menurunkan kualitas instrumen dan membuat responden merasa item berulang.

			Saran pilih salah satu saja, yaitu item nomor 30 saja. Item 36 sebaiknya dihapus atau diganti dengan aspek lain. 37. I worry about making interpretation mistakes 38. I fear my comprehension is incorrect { kalimat ini kurang natural secara akademik. Frasa “my comprehension is incorrect” terlihat umum dan responden akan bingung jika format instrument sudah berisi item saja tanpa indicator penggiring} perbaiki seperti contoh berikut ini: • I fear that my understanding of the text is incorrect
4.	Foreign Language Writing Anxiety	1. Body tension during writing 2. Physical nervousness 3. Trembling or perspiring 4. Heart pounding 5. Mind going blank	39. My body feels tense when writing in English 40. I experience physical nervousness during writing tasks 41. I tremble or perspire when I write English compositions 42. My heart beats fast when I write in English 43. My mind often goes blank when I start to work on a composition
		1. Worry about writing quality 2. Preoccupation with mistakes 3. Fear of criticism 4. Negative expectations 5. Concern about evaluation	44. I constantly worry about my writing quality 45. I cannot stop thinking about making mistakes 46. I am afraid that my English composition is totally unorganized { Stefhanie, penggunaan kata “totally” terdengar terlalu emosional dan kurang akademik. } Perbaiki seperti contoh berikut ini: • I am afraid that my English composition is poorly organized. 47. I am afraid that other students would deride my English composition if they read it { kata “deride” terlalu formal dan jarang digunakan dalam instrumen pendidikan modern.

			Gunakan kata yang lebih natural.} perbaiki item seperti contoh berikut: I am afraid that other students would laugh at my English composition if they read it. 48. I am afraid of my English composition being chosen as a sample for discussion in class Tambahkan item berikut ini terkait concern about evaluation: I feel anxious when my lecturer evaluates my English writing.
		1. Reluctance to write 2. Procrastination on tasks 3. Task withdrawal 4. Minimal engagement 5. Avoiding writing situations	49. I avoid writing assignments when possible 50. I procrastinate on writing tasks 51. I try to avoid situations in which I have to write in English 52. I do as little writing as possible in English 53. Unless I have no choice, I would not use English to write compositions {struktur kalimat ini agak kaku dan kurang natural bagi responden mahasiswa semester awal.} perbaiki item seperti contoh berikut ini: I would avoid writing compositions in English unless it is necessary. 54. I often choose to write down my thoughts in Indonesian instead of English {item ini cukup baik karena menunjukkan avoidance behavior dalam writing anxiety. Namun, perlu ditegaskan konteks akademik agar lebih relevan dengan penelitian.} perbaiki item ini seperti contoh berikut : I often prefer writing my ideas in Indonesian rather than in English.

Catatan validator

- 1) Instrument ini sudah cukup baik dan memiliki cakupan indikator yang luas untuk mengukur Foreign Language Anxiety pada empat keterampilan bahasa. Namun, beberapa item masih mengalami:
 - redundansi,
 - kurang spesifik pada konteks bahasa Inggris,
 - terlalu mengarah pada kemampuan daripada kecemasan,
 - dan ada beberapa pilihan kata yang kurang natural secara akademik.
- 2) Untuk meningkatkan kualitas konten instrument, validator sudah memberikan kritik, saran, dan contoh perbaikan instrument yang disisipkan di bawah item yang dikomentari dan diwarnai biru. Jika Stefhanie merevisi item yang dikomentari seperti saran validator atau langsung menggunakan contoh yang validator buatkan, instrument ini menurut validator sudah valid secara konten
- 3) Selanjutnya silahkan dilakukan ujicoba pada sekelompok mahasiswa yang non-sampel untuk menguji validitas dan reliabilitas secara statistik. Setelah itu lanjutlah ambil data.

Curup, 17 Mei 2026

Validator

Ruly Morganna, M.Pd

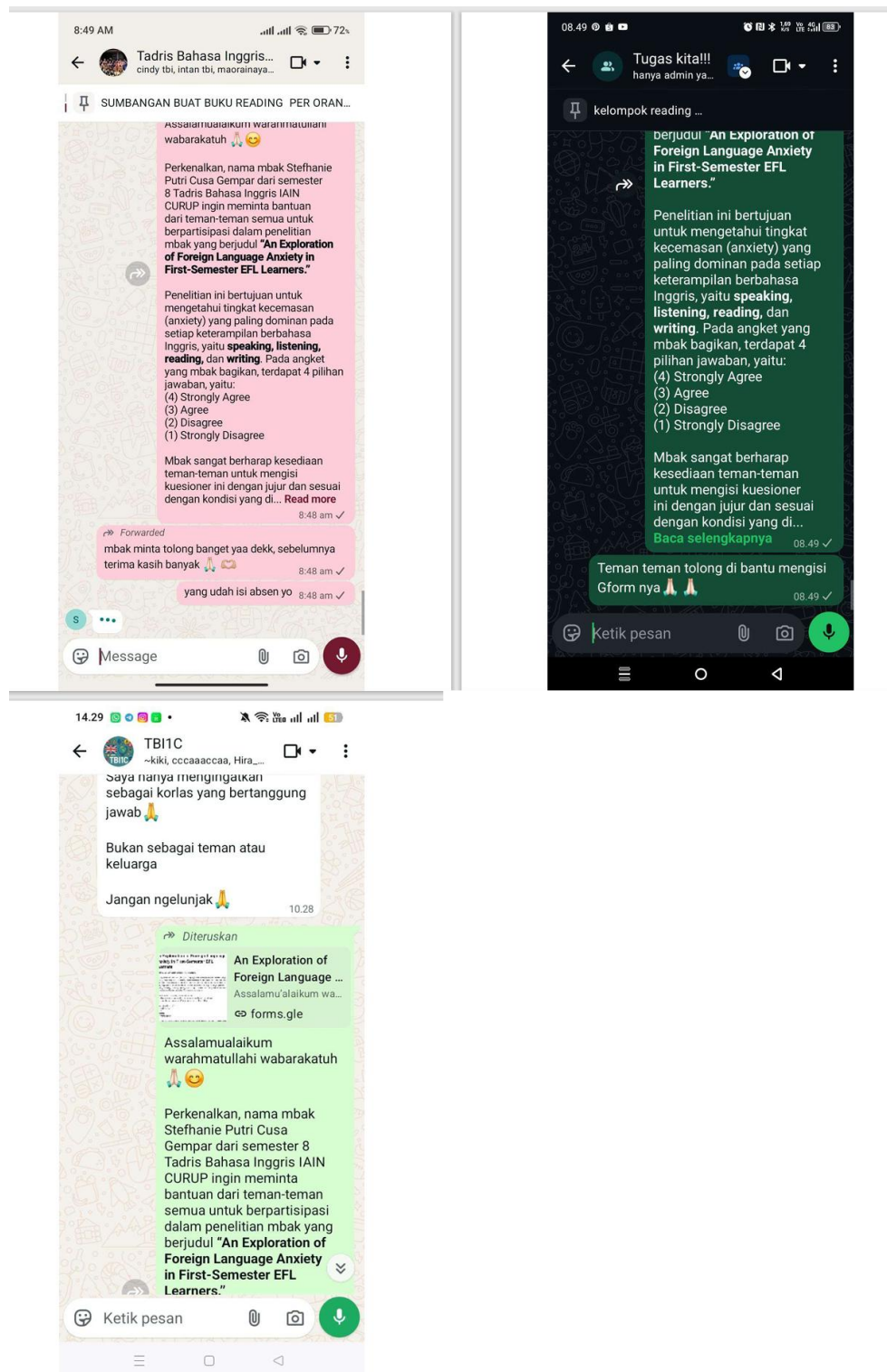
APPENDIX 2

DESCRIPTIVE STATISTICS QUESTIONNAIRE

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	
Q01	59	1,00	4,00	2,9153	0,95210	
Q02	59	1,00	4,00	2,6780	0,83955	
Q03	59	1,00	4,00	2,7797	0,92973	
Q04	59	1,00	4,00	3,0678	0,78487	
Q05	59	1,00	4,00	2,9492	0,85951	
Q06	59	1,00	4,00	2,9661	0,85028	
Q07	59	1,00	4,00	2,8136	0,84025	
Q08	59	1,00	4,00	3,1186	0,72122	
Q09	59	1,00	4,00	2,4576	0,72687	
Q10	59	1,00	4,00	2,5085	0,87834	
Q11	59	1,00	4,00	3,0847	0,77210	
Q12	59	1,00	4,00	2,9153	0,74944	
Q13	59	1,00	4,00	2,7627	0,83746	
Q14	59	1,00	4,00	2,8644	0,75333	
Q15	59	1,00	4,00	2,7627	0,77324	
Q16	59	1,00	4,00	2,6271	0,78561	
Q17	59	1,00	4,00	2,8136	0,84025	
Q18	59	1,00	4,00	2,6271	0,76335	
Q19	59	1,00	4,00	3,0847	0,81554	
Q20	59	1,00	4,00	2,8644	0,75333	
Q21	59	1,00	4,00	2,6441	0,76028	
Q22	59	1,00	4,00	2,8305	0,79117	
Q23	59	1,00	4,00	2,1356	0,79779	
Q24	59	1,00	4,00	2,5085	0,87834	
Q25	59	1,00	4,00	2,4237	0,85507	
Q26	59	1,00	4,00	2,2881	0,76679	
Q27	59	1,00	4,00	2,6780	0,85985	
Q28	59	1,00	4,00	2,3729	0,76335	
Q29	59	1,00	4,00	2,7288	0,84752	
Q30	59	1,00	4,00	2,2373	0,72728	
Q31	59	1,00	4,00	2,3729	0,78561	
Q32	59	1,00	4,00	2,2373	0,79522	
Q33	59	1,00	4,00	2,7966	0,76066	
Q34	59	1,00	4,00	2,4746	0,75100	
Q35	59	1,00	4,00	1,8475	0,80545	
Q36	59	1,00	4,00	1,9322	0,80653	
Q37	59	1,00	4,00	1,7966	0,76066	
Q38	59	1,00	4,00	1,7288	0,73884	
Q39	59	1,00	4,00	2,4068	0,87333	
Q40	59	1,00	4,00	2,3898	0,89089	
Q41	59	1,00	4,00	2,6441	0,88596	
Q42	59	1,00	4,00	2,6780	0,79742	
Q43	59	1,00	4,00	2,3729	1,01537	
Q44	59	1,00	4,00	2,8136	0,77625	
Q45	59	1,00	4,00	2,6441	0,80436	
Q46	59	1,00	4,00	2,0847	0,95210	
Q47	59	1,00	4,00	2,1695	0,83362	
Q48	59	1,00	4,00	2,1695	0,83362	
Q49	59	1,00	4,00	2,5085	0,87834	
TOTAL	59	66,00	170,00	125,5763	21,33332	
Valid N (listwise)	59					

APPENDIX 3

ORDER CONFIRMATION FOR THE QUESTIONNAIRE



APPENDIX 4

SK PEMBIMBING

Lamp : 1 (satu) berkas
Hal : Mohon Penerbitan SK Pembimbing

Kepada Yth. Dr. H. Sutarto ,M.Pd
Dekan Fakultas Tarbiyah IAIN Curup
Di-
Tempat

Assalammu'alaikum Wr., Wb.

Dengan Hormat,

Saya yang bertanda tangan di bawah ini :

Nama	: Stephanie Putri Cusa Gempar
NIM	: 22551052
Fakultas	: Tarbiyah
Program Studi	: Tadris Bahasa Inggris
Judul Penelitian	: An Exploration Of Foreign Language Anxiety In First-Semester EFL Learners

Dengan ini saya mengajukan permohonan kepada Bapak untuk dapat memberikan Surat Keputusan (SK) Pembimbing Skripsi.

Adapun calon dosen pembimbing saya yaitu: Pembimbing I : Dr. Leffy Noviyenti, M.Pd.
Pembimbing II : Sarwo Edy, M.Pd

Sebagai bahan pertimbangan Bapak bersama ini saya lampirkan :

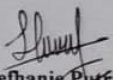
1. Surat Permohonan SK Pembimbing
2. Berita Acara Seminar Proposal
3. Fotokopi Proposal Penelitian
4. Fotokopi UKT Terakhir
5. Surat Rekomendasi Kaprodi

Demikianlah surat permohonan ini Saya buat, atas perhatian dan bantuan Bapak saya ucapkan terima kasih.

Wassalamu'alaikum Wr., Wb.

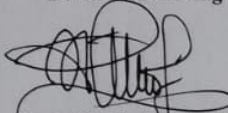
Curup, 13 April 2026

Mahasiswa

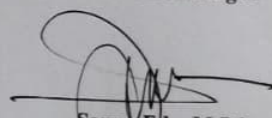

Stephanie Putri Cusa G
NIM. 22551052

Mengetahui,

Dosen Pembimbing I


Dr. Leffy Noviyenti, M.Pd
NIP. 197611062003122004

Dosen Pembimbing II


Sarwo Edy, M.Pd
NIP. 198106072023211011

AUTOBIOGRAPHY



This thesis is written by Stefhanie Putri Cusa Gempar, who was born in Saruaso on September 19, 2003, as the first and only child of her mother, Fatmawati, and her father, Bambang Sugeng. She has also been blessed with the love and care of her adoptive parents, Mrs. Darwati and Mr. Safriyanto Irpansyah, as well as her beloved younger brother, Muhammad Mirza

Ridwansyah. She is deeply grateful to have been brought together with them and to be living the life she has now. She began her formal education at SDN 07 Curup, where she studied from the first through second grade, before moving to Kepahiang and continuing her elementary education at SDN 12 Kepahiang starting in the third grade. She then continued her studies at SMPN 1 Kepahiang, followed by SMAN 1 Kepahiang, where she was active as a member of the Saka Agata Student Council, participating in both the physical and spiritual divisions. After graduating from senior high school, she initially attempted to pursue a career in the civil service; however, having been unsuccessful in that endeavor, she decided to continue her education at IAIN Curup, enrolling in the English Language Education Study Program. During her time there, she became a member of the Creative and Production Division of the Student Association of the Study Program(HMPS).

