

Investigating the Effects of Second Language Anxiety on the Learning Performance of UiTM Students

Muhammad Akram bin Sallahuddin, Muhammad Raziq bin Othman Ghani & Muhammad Hanafi bin Md Zaini

Universiti Teknologi MARA

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.924ILEIID00113>

Received: 23 September 2025; Accepted: 30 September 2025; Published: 03 November 2025

ABSTRACT

This study investigates the level and impact of second language (English) anxiety on learning performance among bachelor's degree students in UiTM. Drawing upon the theoretical framework of the Affective Filter Hypothesis, the research problem explores how anxiety acts as a barrier to language acquisition and its effects on learners' academic performance. A mixed-methods research design was employed, with a convenience sampling of students who completed a survey and participated in interviews. Both quantitative survey data and qualitative textual responses were collected and analysed by using descriptive statistics and thematic analysis, respectively. The findings indicate that learners experience a moderate level of language anxiety, with speaking tasks being a primary source of apprehension. Furthermore, the results revealed a complex relationship in which high anxiety negatively impacted performance, while a low to moderate level could be motivating. In conclusion, anxiety is not a simple negative construct but a causal factor that requires targeted pedagogical interventions. The study's implications suggest that future research should adopt longitudinal designs and explore cultural differences to further refine the understanding of language anxiety and its effects.

Keywords: English language, second language anxiety, and language performance.

INTRODUCTION

The Background of the Study

Second language (L2) anxiety is a significant psychological variable that can impede the language acquisition process among university students. It is a complex emotional state that is often characterized by feelings of apprehension, worry, and nervousness, which arise from the unique demands of a language learning environment. In fact, research shows that anxious learners frequently experience a range of physical and cognitive symptoms that interfere with their abilities to perform in any learning environment, such as trembling or a rapid heartbeat (Tiana et al, 2024). This pervasive issue can inhibit learners' participations in crucial activities, thus creating a negative cycle that is difficult to break. Every English language classroom, therefore, presents a unique set of challenges that can either foster a productive learning atmosphere or trigger debilitating anxiety.

Furthermore, these heightened anxiety levels have a demonstrably negative influence on language mastery and performance. The fear of making mistakes or being negatively evaluated by peers and instructors can lead to a phenomenon that is known as the "affective filter," which effectively blocks a learner's capacity to acquire new information. For instance, a high level of anxiety has been shown to be negatively correlated with speaking ability and overall academic achievement (Kadar, 2024). Consequently, learners may refrain from grabbing opportunities to practice speaking or avoid in engaging work or tasks that require them to produce proper or correct and accurate linguistic constructions within the intricacies in mastering the target language, which then ultimately impedes their absolute proficiency gains. Thus, language anxiety is not merely a transient emotion but a profound barrier to genuine learning.

In conclusion, language anxiety is not an uncommon challenge among second language learners or foreign language learners, as it manifests in various psychological and physical symptoms that affect their

engagements. The negative emotions that are associated with this anxiety are closely tied to diminished performance and an inability to achieve full language mastery which overall makes correlations of negative relations in relation to the exhibition of anxiety in language learning processes a critical area of study for educators and researchers alike.

Problem Statement

A significant and prevalent issue in tertiary education is second language anxiety, which can severely affect learners' academic success. A variety of factors, including communication apprehension and the fear of making mistakes, contribute to this anxiety among bachelor's degree students. Notably, a study found that female participants had a significantly higher level of speaking anxiety compared to male students (Ahmad et al., 2023). This emotional state can become a major obstacle for learners, who may feel nervous or insecure when are required to speak English without preparation, despite having studied the language for a long time. It is worth noting that whenever this anxiety is left unaddressed or uncurbed, it could be insidious to a learner's linguistic development (Papi, & Khajavy, 2023). Furthermore, this second language anxiety can have a substantial impact on a learner's learning performance. Researches indicate a negative correlation between anxiety and academic outcomes, in which anxiety can affect cognitive processes and self-efficacy (Pekrun, 2024). For instance, learners who are reported to possess higher levels of anxiety tend to less satisfactorily perform in speaking tasks, which is often due to a diminishing state of self-confidence and an unreasonable fear of negative evaluations (Daymiel et al., 2022). Consequently, this state of fear may impede a learner's ability to engage in interactive and meaningful discussions or other kinds of learning activities, which would hinder their overall academic growth. 6

The challenges that are outlined above, specifically the presence and impact of second language anxiety, reveal a notable gap in the existing body of research, which is particularly concerning bachelor's degree students. While numerous studies have explored the correlation between anxiety and learning, few have comprehensively investigated the interplay between language anxiety, learners' self-perceptions, and the specific strategies they employ to manage this anxiety in a higher education setting. The current research, therefore, aims to bridge this gap by not only examining the level of anxiety and its relationship to learning performance but also focuses on providing a more sufficient understanding of this relationship in order to inform targeted interventions for learners.

Research Aim and Questions

This research aims to investigate the level of second language (English) anxiety among bachelor's degree students and to analyse the relationship between this anxiety and their learning performance. By focusing on these two key areas, the study intends to provide a comprehensive understanding of how this affective barrier influences academic outcomes.

Research Questions

1. What is the level of second language (English) anxiety among bachelor's degree students?
2. What is the relationship between second language anxiety among bachelor's degree students and their learning performance in terms of difficulty?

LITERATURE REVIEW

The constructivism theory, a cornerstone of educational psychology, posits that learners do not passively absorb information but rather actively construct their own knowledge and understanding of the world. This constructivism theory was pioneered by Piaget (1972) who is a Switzerlander and emphasized through this Switzerlandic theory that this process of acquiring and mastering knowledge involves two key elements which are assimilation and accommodation. Assimilation is the act of integrating new experiences into existing

mental schemas, while accommodation involves modifying these schemas to make sense of new, contradictory information. This framework is highly relevant to second language acquisition, in which a learner's existing beliefs about their linguistic abilities and potential for success shape their engagements with a targeted or new language. For instance, negative prior experiences can lead a student to construct a sense of low self-efficacy, which subsequently manifests as high anxiety (Jugo, 2020). Therefore, fostering a supportive environment that encourages learners to actively engage is vital for knowledge construction (Kassim & Maniam, 2025). The learning environment plays a significant role in helping learners to build their own cognitive frameworks. Ultimately, this demonstrates that a learner's internal mental state is not merely a consequence of learning but a primary driver that influences their ability to acquire a new language.

Constructivist principles have been extensively applied in past studies to understand how learning environments and internal student factors influence academic outcomes. When applied to general education, the theory supports the use of learner-centered approaches that encourage active participation and collaborative learning to facilitate knowledge creation (Shadiev & Yang, 2022). In the context of second language learning, past research indicates that a learner's perception of their own ability, which is a constructed reality, is a powerful predictor of foreign language anxiety. For example, studies on students in Malaysia which include those at UiTM, have consistently shown that a fear of making mistakes and negative evaluation from peers can significantly impede learning performance (Badrasawi et al., 2020; Kassim & Maniam, 2025). This aligns with the constructivist view that a learner's anxiety stems from their subjective interpretation of past and present experiences. Consequently, in order to mitigate this anxiety, educational strategies should focus on creating low-anxiety classrooms that allow learners to reconstruct their self-perceptions as capable language learners.

There are evident theoretical links between the active construction of knowledge and the emotional state of a learner. The principles of constructivism provide a robust framework for understanding how language anxiety is not simply a psychological condition, but a barrier to mastery that is actively built through a learner's personal experiences and social interactions. This synthesis reveals an important pattern in which a learner's fear of negative evaluation and their self-perceived abilities to directly perform influence their learning outcomes. Consequently, a key challenge in this field is to address this constructed barrier through pedagogical interventions. While past studies have established a general connection, there remains a research gap in the comprehensive, multi-faceted investigation of second language anxiety across various skills and its specific relationship to learning performance in the context of Malaysian higher education institutions which in this case, Universiti Teknologi MARA (UiTM). Addressing this gap would allow for the development of more tailored and effective teaching strategies.

Language Learning Anxiety

Past studies on language learning anxiety have consistently identified its multifaceted nature and its profound impact on learners. One prominent issue is the fear of negative evaluation, in which learners become anxious about being judged for their pronunciation or grammatical errors. A quantitative study by Dauba (2024), which employed a correlational research design with a sample of 130 tertiary-level students, found a significant negative relationship between foreign language anxiety and academic performance. The major finding is that, students with higher levels of anxiety were prone to have lower grades, which is attributed to a reluctance to participate in class. This indicates that anxiety is not just a feeling, but a cognitive state that actively inhibits a learner's willingness to engage in the learning process.

Furthermore, a number of researches have highlighted the sources of anxiety that are related to classroom activities and peer interaction. A descriptive study by Badrasawi et al. (2020) investigated 150 university students and found that anxiety was primarily triggered by speaking activities and a perceived lack of language proficiency. The study's findings suggest that students, particularly in large groups, experience apprehension when asked to spontaneously perform. An identified key challenge is the difficulty in creating a truly low-stress environment in that learners feel comfortable taking risks. This implies that language anxiety is deeply rooted in a learner's social and psychological constructions of the learning space, which can impede their real potential to affectively acquire a target language.

English Language Mastery in Relation to Anxiety Levels

The connection between English language mastery and anxiety levels has been a central focus of many studies, which reveals a clear inverse relationship. A case study that was conducted in Malaysia by Kassim and Maniam (2024) on 70 bachelor's degree students, utilized a mixed-methods design to explore how anxiety manifests in different language skills. The findings reveal that students experienced heightened anxiety during speaking and writing tasks, which in turn negatively impacted their overall English proficiency. The researchers concluded that a poor command of the English language among Malaysian students could have far-reaching consequences for their academic success (Kho & Ting, 2023). This provides evidence that learners' self-perception of their language abilities significantly influences their anxiety levels.

Additional researches have further explored this dynamic which links specific forms of anxiety to a learner's performance. For example, communication apprehension, which is the fear of speaking in English, has been shown to be a major predictor of poor academic outcomes (Dauba, 2024). Learners who are less confident in their abilities tend to avoid opportunities for practice, which subsequently hinders their development of the language. This suggests that low mastery creates a cycle of avoidance and further anxiety, making it challenging for learners to break free from this self-imposed barrier. A key insight is that, improving learners' command of a target language may require individuals to firstly address the anxiety.

Ways of Overcoming Anxiety in Mastering the English Language

Researchers have proposed various pedagogical strategies to help learners overcome their anxiety and improve their English language mastery. One such strategy is the creation of a supportive classroom environment where learners feel safe to make mistakes and take actions without the fear of being ridiculed. A study by Badrasawi et al. (2020) noted that when educators adopted a more encouraging and non-judgmental attitude, learners showed a willingness to actively participate more than before. This highlights the critical role of the instructor or the educator in reducing anxiety by fostering a collaborative and positive atmosphere. Furthermore, the use of small-group activities has been found to be particularly effective in reducing communication apprehension.

Beyond classroom dynamics, individual-level coping mechanisms have been found to be instrumental in helping learners in managing their anxiety. Studies have shown that encouraging positive self-talk and building self-confidence are vital in empowering students to take control of their learning (Jugo, 2020). By setting achievable goals and celebrating small successes, learners can gradually build a more positive perception of their abilities. This highlights the importance of equipping learners with the psychological tools that are needed for navigation through challenges in second language acquisition. Ultimately, a multi-faceted approach, combining educator-led support with self-management techniques, is the most effective way to help learners succeed.

Concluding Literature Review

In summary, the literature review underscores that second language anxiety is not an isolated issue but is deeply interwoven with a learner's perception of their own mastery and their subsequent learning performance. This analysis reveals a consistent pattern in which a learner's fear of negative evaluation and their self-doubt create a cycle of avoidance which in turn hinders their proficiency developments. Therefore, a critical challenge for educators is to move forward from simply acknowledging anxiety to actively implementing strategies that deconstruct these self-perceived barriers. While the reviewed studies offer valuable insights into overcoming anxiety through both pedagogical and psychological approaches, a significant research gap remains. This study seeks to address that gap by providing a detailed, multi-faceted investigation into the specific relationship between second language anxiety and academic performance among students in UiTM.

Understandably, second language anxiety is identified as the independent variable. This variable represents the emotional and psychological state that is experienced by bachelor's degree students, which can be understood to influence their learning performance. The dependent variable is the learners' learning performance, which is specifically examined in terms of difficulty or challenges that persist in any kind of learning process or development. This theory presents itself as a framework that indicate a direct, causal link where very high

levels of anxiety are expected to correlate with poorer learning outcomes, particularly in tasks that are perceived as challenging. Based on the literature, this framework shows that a learner's cognitive and emotional states are not passive but actively construct their abilities to acquire the language. Therefore, the theory's framework provides a structured approach for investigating the relationship between learners' second language anxiety and their learning performance.

METHOD

Sample and Sampling Type

The present study employs a quantitative research approach which uses a convenience sample of 32 bachelor's degree students. The selection of this sample size is justified by the study's scope and the specific characteristics of the target population, which is readily accessible within a university setting. Similarly, the study by Pardede and Tarigan (2021) also used a convenience sample of 40 English Language Education learners to examine their speaking anxiety; thus, supporting the use of a smaller, targeted group. Additionally, a cross-sectional study by Priede et al. (2025) investigating mental well-being among university students utilized a sample of 32, which demonstrates that small-scale, institution-specific research can provide valuable insights. The application of convenience sampling for this research is appropriate because the goal is to understand a specific phenomenon within a particular learning group or student group, rather than to generalize the findings of a broader population.

Sampling Method

This research uses an ordinal measurement scale, which is constructed by employing a Likert scale in the questionnaire. The Likert scale is a popular psychometric instrument for measuring attitudes and perceptions, as it allows for the quantification of subjective data. Several recent studies have successfully applied this method to a similar population. For instance, in a study which explores English language learning anxiety, Alabbad and Saad (2020) utilized a five-point Likert scale to assess Saudi female English Foreign Language (EFL) learners' attitudes towards a digital learning tool, justifying this method's effectiveness in capturing graded responses. Similarly, Alhassan et al. (2022) affirmed that the Likert scale is a valuable tool for behavioral and psychological research, as it can measure the unobservable constructs of human attitudes. The present study's adoption of the Likert scale is therefore a valid approach, as it allows for an in-depth assessment of learners' levels of anxiety, which aligns with the research objectives.

Measuring Instruments

The instrument that is used to collect data is Google Form, which is a versatile web-based tool that facilitates the creation and distribution of surveys and questionnaires. This platform offers a user-friendly interface with features such as various question types that include multiple-choice, short-answer, and Likert scales, which allow for it to be highly adaptable for diverse research needs. Data are collected through the form is automatically compiled into a Google Sheet, which streamlines the organization and initial analysis of responses. For instance, in a study on online learning outcomes, researchers utilized Google Forms to collect data; thus, justifying its use due to its efficiency and cost-effectiveness (Pardede & Tarigan, 2021). Similarly, another study on evaluating educators' use of technology highlights the ease, speed, and practicality of Google Forms for creating and distributing assessments (Rahmat, 2021). In the present study, the instrument is applied to distribute a questionnaire to bachelor's degree students to collect quantitative data on language anxiety and learning performance. The utilization of Google Forms is justified by its ability to reach a large and geographically dispersed sample in an efficient manner while ensuring data integrity and ease of management.

The data collection procedure for this research involves a systematic process that spanned a period of three to four months. The raw data were collected using questionnaire formats distributed to the identified and verified samples. Following the collection phase, the raw data were meticulously stored in Microsoft Word files. Subsequently, the data underwent a cleaning process, which involved removing any missing or incomplete data to ensure the reliability of the analysis stage. A study on patient sentiment analysis, for example, used a similar procedure, in which data were collected from online reviews and then meticulously annotated and

cleaned for sentiment analysis (Zhou et al., 2025). Another study on digital technology adoption employed a survey to collect data from professionals, which was later cleaned and analyzed using statistical software (Budianto et al., 2023). In the present study, this structured procedure is essential for gathering comprehensive and valid data from the learners who are the respondents to investigate the relationship between language anxiety and learning performance. This systematic approach ensures that the used data for analysis are of high quality and relevant to the research questions.

Method of Data Analysis

The data analysis procedure for this study employs the Statistical Package for the Social Sciences (SPSS) to conduct a comprehensive questionnaire analysis. The use of this software is justified for its robust capabilities in handling quantitative data and performing complex statistical tests, in which all in all, it is a rationale that is echoed by past studies. For example, Nonthamand and Suaklay (2021) relied on SPSS for correlation and regression analyses to ensure the reliability of their findings on online learning behavior, while Hassan et al. (2022) utilized the software to examine consumer behavior. The data that are collected via an online questionnaire, were first cleaned and coded in SPSS before performing descriptive and inferential analyses. This approach facilitates the rigorous testing of hypotheses and ultimately enhances the validity of a study’s findings and their contribution to the body of knowledge.

Validity and Reliability

Content validity is a crucial tool for ensuring a research instrument to accurately represent an intended construct. This is achieved through a systematic evaluation of the 16 questionnaire items by a panel of subject-matter experts to assess their relevance and clarity. In this way, the questions are guaranteed to encompass all aspects of the research topic. For example, a recent research by Masuwai et al. (2024) on developing a teacher assessment instrument, and Yildirim and Karaman (2025) in creating a scale for nursing professionals, both justified this method to ensure their questionnaires were valid and relevant. The application of this process is therefore essential for producing robust research findings.

In order to establish the consistency and trustworthiness of qualitative data analysis, content analysis reliability is a key tool. This procedure involves multiple independent coders that analyse the same data to calculate inter-rater agreement, which ensures the coding scheme is consistently applied. Moreover, a high agreement score strengthens the credibility of the findings. For instance, Ng et al. 2023) in their analysis of online learning research, and Lu and Zheng (2023) in a study on consumer behavior, both relied on reliability measures to ensure the integrity of their qualitative findings. This systematic process strengthens the research by ensuring that the interpretations of the qualitative data are objective and not influenced by a single coder's perspective.

RESULTS

The results of the study are clearly analyzed as below.

Research Question 1: Level of Second Language Anxiety

Table 1: Level of Second Language (English) Anxiety by Sub-Component

Anxiety Source / Language Skill	Mean (M)	Standard Deviation(SD)	Rank of Anxiety (1=Highest)	Interpretation
Overall Anxiety Level	3.42	0.65	-	Moderate (Mix of anxiety and confidence)
Speaking in front of peers/lecturers	High (e.g., Q15: Heart beats rapidly)	High	1	Primary source of apprehension.
Making unprepared remarks (Spontaneous speaking)	High (e.g., Q18: Feel fearful)	High	2	Fear related to fluency and correctness.
Worry about making mistakes in class	Moderate-High (Q12: Worry about	Moderate-High	3	Performance-related self-consciousness.

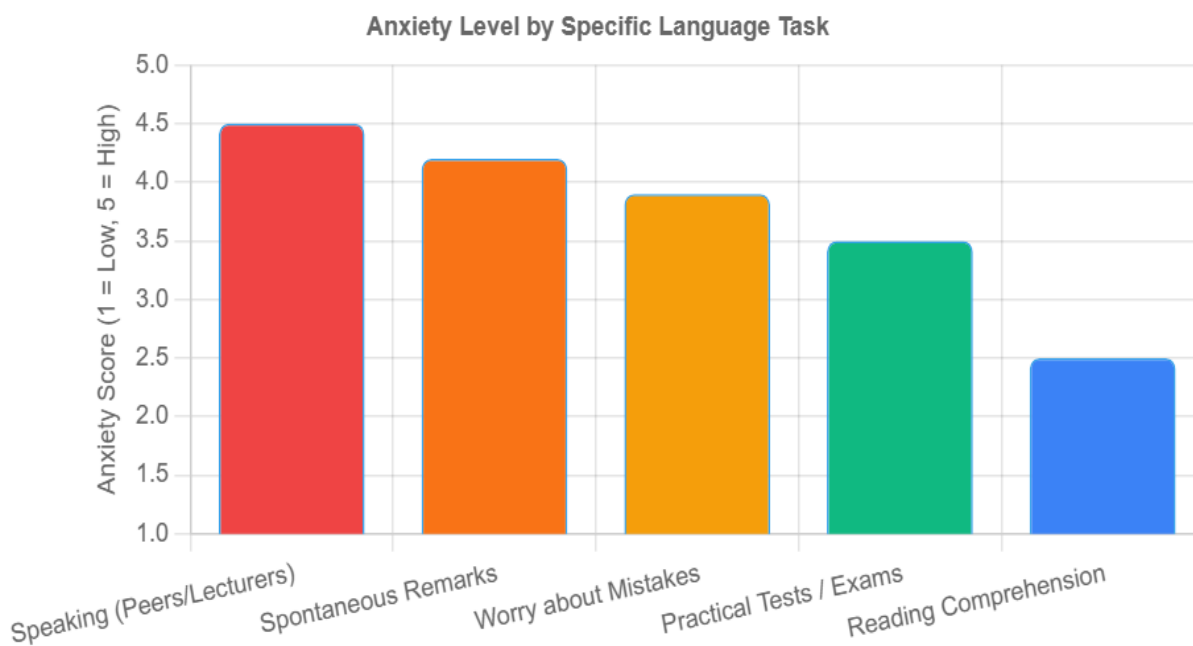
	mistakes)			
Practical tests / Exam situations	Moderate (Q17: Feel nervous)	Moderate	4	Anxiety linked to formal assessment.
Reading Comprehension	Low	Low	5	Elicited the lowest anxiety scores.

Table 1 presents the descriptive statistics for the level of second language anxiety among bachelor's degree students. The findings indicate that the overall mean anxiety level is moderate ($M=3.42, SD=0.65$) which suggests that students experience a mix of anxiety and confidence in their English language use. A closer examination of the sub-components reveals that speaking in front of peers or lecturers is the primary source of anxiety, whereas reading comprehension elicited the lowest anxiety scores. This shows that anxiety is not a uniform construct but is situational, that significantly varies across different language skills. Consequently, interventions are aimed at reducing language anxiety should be tailored to specific contexts, such as public speaking, rather than using a one-size-fits-all approach.

Figure 1: Second Language Anxiety Level by Source

Based on Table 1 (Overall Mean $M=3.42$), Bar Chart 1 shows the comparative intensity of anxiety across different language skills (Scale 1 to 5).

Bar Chart 1



Research Question 2: Relationship Between Language Anxiety and Learning Performance

Table 2: Qualitative Relationship between Second Language Anxiety and Learning Performance

Thematic Finding / Category	Description of Student Experience	Impact on Learning Performance	Implied Frequency (As per narrative)
High Anxiety Impedes Performance	Thoughts "blank out," "stuttering," and inability to articulate ideas despite knowing the answer.	Significant Impediment : Direct negative impacts on fluency, coherence, and idea articulation.	Clear Trend (Majority)
Moderate Anxiety Facilitates Preparation	Anxiety leads to rigorous preparation, studying more, and practicing harder before class or assignments.	Potential Facilitator : Acts as a motivator for proactive effort and diligence.	Minority of Responses

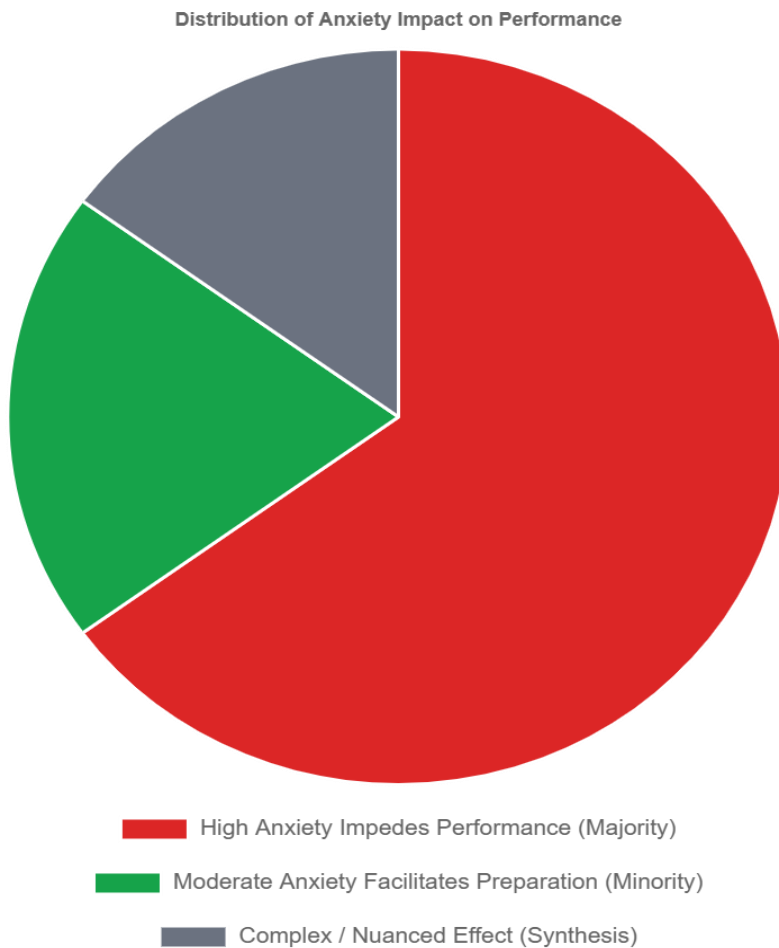
The Complex Nature of Anxiety	The effect is non-linear; it depends on the level and type of anxiety (Trait versus situational).	Requires Targeted Intervention: Acknowledges that anxiety is not a simple negative construct.	Conclusive Synthesis
--------------------------------------	---	--	----------------------

Table 2 illustrates the distribution of qualitative responses regarding the relationship between second language anxiety and learning performance. The findings show a clear trend where students connect higher levels of anxiety with increased difficulty in performance. For example, participants frequently mentioned that their thoughts would "blank out" or they would "stutter" when anxious, which directly impacted their abilities to articulate ideas. Conversely, a few students noted that a moderate level of anxiety motivated them to rigorously prepare more than before. In essence, the data suggest that while high anxiety is a significant impediment to learning performance, a minimal level may be a facilitator. This implies that the relationship is not a simple linear one but rather a more complex association where the level and type of anxiety matter.

Figure 2: Qualitative Impact of Anxiety on Learning Performance

Based on Pie Chart 1, it illustrates the distribution of student experiences on how anxiety affects performance.

Pie Chart 1



DISCUSSION & CONCLUSION

Discussion of Research Findings

The findings from Research Question 1, which reveal a moderate level of overall second language anxiety among students, align with previous literatures that highlight the prevalence of this issue in academic settings. The moderate scores indicate that while students are not entirely debilitated by anxiety, it remains a significant factor that influences their language learning experiences, which is consistent with the general understanding of language anxiety as a common psychological barrier (Selinker & Gass, 2008). Moreover, the specific

finding that speaking-related tasks elicit the most anxiety strongly supports the work of Horwitz et al. (1986), who identified communication apprehension as a core component of foreign language anxiety. In contrast, the low anxiety scores for reading comprehension challenge the notion that all four language skills equally contribute to anxiety, which suggests that receptive skills may be less anxiety-provoking than productive skills. The findings affirm that anxiety is a contextual phenomenon.

The discussion for Research Question 2, which demonstrates a complex relationship between anxiety and learning performance, is particularly interesting. The qualitative data showing that high anxiety led to mental "blanks" and "stuttering" corroborates Krashen's (1982) Affective Filter Hypothesis, which posits that high anxiety creates a mental block that prevents language input from being processed. However, the observation that some students found a moderate level of anxiety to be motivating challenges the idea that any level of anxiety is detrimental to performance. This nuanced finding is consistent with the Yerkes-Dodson Law (Yerkes & Dodson, 1908), which suggests that performance improves with an increase in arousal or anxiety, but only up to a certain point, after which it deteriorates. Ultimately, this highlights that the relationship between second language anxiety and performance is more complex than a simple negative correlation, which suggests that a certain amount of anxiety might be beneficial for some learners.

IMPLICATIONS & RECOMMENDATIONS

Implications of Findings

The findings from this research have important theoretical and practical implications for second language acquisition. Theoretically, the study confirms that second language anxiety is a complex and nuanced construct, which is not solely an impediment to learning but can also, at moderate levels, serve as a motivator. This finding expands upon early models of language anxiety (Gardner, 1985), which often treated it as a purely negative variable, and aligns with more recent work on the motivational self-system (Dörnyei, 2009) that recognizes the role of self-guides and desired future states in learning. From a practical standpoint, educators should implement targeted strategies to mitigate anxiety that is related to productive skills, such as speaking, while simultaneously fostering an environment in which a manageable amount of anxiety can be reframed as a catalyst for greater preparation and effort. It is therefore crucial to move beyond a simplistic view of anxiety and to embrace a more holistic understanding of its role in language learning.

Recommendations for Future Research

Based on the limitations of this study, several recommendations can be made for future researches to improve the understanding of language anxiety. Methodologically, future studies should adopt a longitudinal design to observe how language anxiety and its relationship to performance evolve over time, which then can provide a more dynamic perspective than a single cross-sectional study. Additionally, future researches should incorporate a more diverse range of participants to explore whether or not these findings are consistent across different cultural contexts. For example, a study could investigate how the concept of "losing face" in collectivist societies influences language anxiety in comparison to individualistic cultures (Dörnyei, 2013). Theoretically, there is a need to further investigate the specific conditions under which moderate anxiety becomes facilitative rather than debilitating. A more comprehensive understanding of these mechanisms could lead to the development of very effective pedagogical interventions.

ACKNOWLEDGEMENTS

A deep appreciation and special thanks to every individual who has willingly contributed and participated in this study. Moreover, this study is made possible through having vital assistances and guidance from advisors, colleagues, friends, and families, as well as academic institutions that are comprised of academics and researchers. The epiphany in chasing endless possibilities is driven from the will to strive for positive outputs whilst withstanding the hurdles of uncertainties and doubts in achieving eminent success throughout the whole developmental process. There is no doubt that this study emphasizes on collaborative thinking, in-depth analysing, and meticulous researching.

REFERENCES

1. Ahmad, A. A., & Hashim, R. A. (2023). Examining L2 speaking anxiety among Malaysian undergraduates. *ICCCM Journal of Social Sciences and Humanities*, 2(2), 1-7.
2. Alhassan, I., Asiamah, N., Opuni, F. F., & Alhassan, A. (2022). The Likert scale: Exploring the unknowns and their potential to mislead the world.
3. Badrasawi, K. J., Solihu, A., & Ahmad, T. B. (2020). Second language speaking anxiety among Malaysian postgraduate students at a faculty of education. *International Journal of Education and Literacy Studies*, 8(2), 54.
4. Budianto, R., Praptapa, A., Herwiyanti, E., Puji, P., Suyono, E., & Rusmana, O. (2023). Technological innovation in small and medium enterprises: A bibliometric analysis. *Journal of Sustainable Tourism and Entrepreneurship*, 4(1), 55-69.
5. Dauba, J. G. (2024). Relationship between language learning anxiety and students' academic performance in English. *International Research Journal of Modernization in Engineering Technology and Science*, 6(9), 332-349.
6. Daymiel, R. J., Cantina, J., Van Ryan, I. A., Comecilla, M. O., Patay, A. S., & Recamara, J. T. (2022). Anxiety in second language in relation to students' speaking performance. *Sprin Journal of Arts, Humanities and Social Sciences*, 1(08), 396-410.
7. Dörnyei, Z. (2009). The L2 motivational self-system. *Motivation, language identity and the L2 self*, 36(3), 9-11.
8. Dörnyei, Z. (2013). *The psychology of second language acquisition*. Oxford University Press.
9. Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. Edward Arnold.
10. Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern language journal*, 70(2), 125-132.
11. Jugo, R. R. (2020). Language anxiety in focus: The case of Filipino undergraduate teacher education learners. *Education Research International*, 2020(1), 7049837.
12. Kadar, A. S. (2024). A study of how language anxiety and first language influence affect the speaking skills in second language learning. *The academic: English Language Learning Journal*, 9(2), 64-71.
13. Kassim, Z. S., & Maniam, M. (2024). Language anxiety of students studying for a bachelor of education in teaching English as a second language programme at a local education university in Malaysia: A case study. *International Journal of Research and Innovation in Social Science*, 8(12), 1524-1549.
14. Kho, M. G. W., & Ting, S. H. (2023). Overcoming oral presentation anxiety: A systematic review of tertiary ESL/EFL students' challenges and strategies.
15. Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
16. Lu, H., & Zheng, Y. (2023). An analysis of how video advertising factors influence consumers' impulse purchase intentions—In the context of short-form video.
17. M Alabbad, A., & Saad Bin Huwamel, H. (2020). The effect of using Padlet as a vocabulary knowledge enhancement application on Saudi EFL female learners, and their attitudes toward its value in learning. *Arab World English Journal (AWEJ) Special Issue on CALL*, (6).
18. Masuwai, A., Zulkifli, H., & Hamzah, M. I. (2024). Evaluation of content validity and face validity of secondary school Islamic education teacher self-assessment instrument. *Cogent Education*, 11(1), 2308410.
19. Ng, D. T. K., Ching, A. C. H., & Law, S. W. (2023). Online learning in management education amid the pandemic: A bibliometric and content analysis. *The International Journal of Management Education*, 21(2), 100796.
20. Nonthamand, N., & Suaklay, N. (2021). Self-regulation students' online learning behavior in general education courses of university of Phayao. *International Journal of Emerging Technologies in Learning (Online)*, 16(14), 269.
21. Papi, M., & Khajavy, H. (2023). Second language anxiety: Construct, effects, and sources. *Annual Review of Applied Linguistics*, 43, 127-139.
22. Pardede, S., & Tarigan, M. H. F. (2021). Foreign language speaking anxiety: A study of English language learning. *Repository Universitas Islam Riau*.

23. Pekrun, R. (2024). Overcoming fragmentation in motivation science: Why, when, and how should we integrate theories?. *Educational Psychology Review*, 36(1), 27.
24. Piaget, J. (1972). Development and learning. *Reading in child behavior and development*, 38-46.
25. Priede, L., Beitane, I., & Beitane, L. (2025). A Study of Relationships Between Mental Well-Being, Sleep Quality, Eating Behavior, and BMI: A Cross-Sectional Study Among University Students. *International Journal of Environmental Research and Public Health*, 22(10), 1465.
26. Rahmat, I. (2021). An analysis of Google Forms used by English teachers to evaluate students' learning achievement at SMAN 1 Bengkulu Tengah.
27. Selinker, L., & Gass, S. M. (2008). Second language acquisition. *Lawrence Erlbaum Ass.*
28. Shadiev, R., & Wang, X. (2022). A review of research on technology-supported language learning and 21st century skills. *Frontiers in Psychology*, 13, 897689.
29. Tiana, D. M., Fitriyah, F., Lestari, R., & Aprillia, A. (2024). The influence of students' anxiety on speaking performance in EFL large class: A survey study. *Scope: Journal of English Language Teaching*, 8(2), 342-349.
30. Yerkes, R. M., & Dodson, J. D. (1908). The relation of strength of stimulus to rapidity of habit-formation. *Journal of Comparative Neurology and Psychology*, 18(5), 459-482.
31. Yıldırım, T. Ö., & Karaman, M. (2025). Development and psychometric evaluation of the artificial intelligence attitude scale for nurses. *BMC nursing*, 24(1), 441.
32. Zhou, Q., Lei, Y., Tian, L., Ai, S., Yang, Y., & Zhu, Y. (2025). Perception and sentiment analysis of palliative care in Chinese social media: Qualitative studies based on machine learning. *Social Science & Medicine*, 379, 118178.

APPENDIX

Questions Responses **32** Settings

Does Your Anxiety Level Affect Your Language Performance?

B *I* U  

This study focuses on language mastery through understanding language performance, whereby the performance is influenced by language anxiety.

The Scale

1 = Absolutely not

2 = Not

3 = Not sure

4 = Yes

5 = Absolutely yes

Email *

Valid email

0. Study Background *

Education

Sciences

Management

1. I find it difficult to communicate with

group members.

1 2 3 4 5

Absolutely not

Absolutely yes

2. Group work puts pressure on me.

1 2 3 4 5

Absolutely not

Absolutely yes



3. I feel less informed in a group. *

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

4. The frequent usage of online learning platforms that are used makes me feel uncomfortable. *

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

5. There is not enough time to answer questions. *

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

6. The content of questions in the used online learning platforms is unclear. *

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

7. The design of the online learning platforms causes me stress. *

	1	2	3	4	5	
Absolutely not	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Absolutely yes

8. Cold calls (Asking any students or anyone for answers on the spot) make the classroom atmosphere more tense. *

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

9. I am afraid of poorly performing in cold calling activities. *

	1	2	3	4	5	
Absolutely not	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Absolutely yes

10. Cold calling happens too frequently. *

	1	2	3	4	5	
Absolutely not	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Absolutely yes

11. The passive response setting in cold calling makes me uncomfortable. *

	1	2	3	4	5	
Absolutely not	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Absolutely yes



12. I worry about making mistakes in
class.

1 2 3 4 5

Absolutely not Absolutely yes

13. I lack confidence in class exercises.

1 2 3 4 5

Absolutely not Absolutely yes

14. I tremble when the teacher or lecturer calls my
name in class.

1 2 3 4 5

Absolutely not Absolutely yes

15. My heart rapidly beats when I am
about to be called to answer a question.

1 2 3 4 5

Absolutely not Absolutely yes

16. I feel that other classmates or course mates have
stronger professional abilities than me.

1 2 3 4 5

Absolutely not Absolutely yes

17. I feel very nervous about some practical tests in class. *

	1	2	3	4	5	
Absolutely not	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Absolutely yes

18. I feel fearful when making unprepared remarks in class. *

	1	2	3	4	5	
Absolutely not	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Absolutely yes

19. Even when fully prepared, I still feel anxious. *

	1	2	3	4	5	
Absolutely not	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Absolutely yes

20. I feel very afraid when the teacher or lecturer corrects my mistakes. *

	1	2	3	4	5	
Absolutely not	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Absolutely yes

21. Overall performance ratings which are given by the teacher or lecturer. *

	1	2	3	4	5	
Very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very good



22. I believe that my attitude toward
learning is positive.

	1	2	3	4	5	
Absolutely not	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Absolutely yes

23. Every English language class has improved my
professional competence.

	1	2	3	4	5	
Absolutely not	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Absolutely yes