THE EFFECT OF EFL LEARNERS' SOCIOBIOGRAPHY TOWARDS THEIR LANGUAGE LEARNING ANXIETY

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A THESIS

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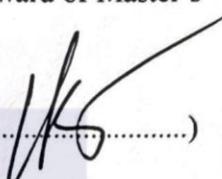
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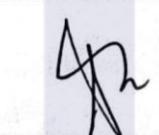
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وَ عَلَى آلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْدُ

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Writer,

Indah Sulistiawati
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PEDOMAN TRANSLITERASI ARAB-LATIN

1. Konsonan

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada halaman berikut:

Huruf Arab	Nama	Huruf Latin	Nama
ا	Alif	tidak dilambangkan	tidak dilambangkan
ب	Ba	B	Be
ت	Ta	T	Te
ث	s\a	s\	es (dengan titik di atas)
ج	Jim	J	Je
ح	h}a	h}	ha (dengan titik di bawah)
خ	Kha	Kh	ka dan ha
د	Dal	D	De
ذ	z\al	z\	zet (dengan titik di atas)
ر	Ra	R	Er
ز	Zai	Z	Zet
س	Sin	S	Es
ش	Syin	Sy	es dan ye
ص	s}ad	s}	es (dengan titik di bawah)
ض	d}ad	d}	de (dengan titik di bawah)
ط	t}a	t}	te (dengan titik di bawah)
ظ	z}a	z}	zet (dengan titik di bawah)
ع	'ain	'	apostrof terbalik
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
هـ	Ha	H	Ha
ء	Hamzah	'	Apostrof
ى	Ya	Y	Ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dengan tanda (').

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2. Vokal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
اَ	*fath}ah*	a	a
اِ	*kasrah*	i	i
اُ	*d}ammah*	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
ىَ	*fath}ah dan ya>'*	ai	a dan i
وَ	*fath}ah* dan *wau*	au	a dan u

Contoh:

كَيْفَ : *kaifa*

هَوْلَ : *haula*

3. *Maddah*

Maddah atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
...َ ا	...َ ى	*fath}ah* dan *alif* atau	a>	a dan garis di atas
ِى	*kasrah* dan *ya>'*	i>	i dan garis di atas
ُو	*d}ammah* dan *wau*	u>	u dan garis di atas

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Contoh:

مَـاتَ : *ma>ta*

رَمَـى : *rama>*

قِيْـلَ : *qi>la*

يَـمُـوْتُ: *yamu>tu*

4. *Ta marbu>t}ah*

Transliterasi untuk *ta>' marbu>t}ah* ada dua, yaitu: *ta>' marbu>t}ah* yang hidup atau mendapat harakat *fath}ah, kasrah,* dan *d}ammah,* transliterasinya adalah [t]. Sedangkan *ta>' marbu>t}ah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h]. Kalau pada kata yang berakhir dengan *ta>' marbu>t}ah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *ta>' marbu>t}ah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَـةُ الأَطْفَالِ : *raud}ah al-at}fa>l*

اَلْـمَـدِيْنَـةُ اَلْـفَـاضِـلَةُ : *al-madi>nah al-fa>d}ilah*

اَلْـحِـكْـمَـةُ : *al-h}ikmah*

5. *Syaddah* (*Tasydi>d*)

Syaddah atau *tasydi>d* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *ta~~di>d* (ّ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبّـَناَ : *rabbana>*

نَـجَّيْـناَ : *najjaina>*

اَلْـحَـقُّ : *al-h}aqq*

نُعّـِمَ : *nu''ima*

عَدُوٌّ : *'aduwwun*

Jika huruf ى ber-*tasydid* di akhir sebuah kata dan didahului oleh huruf *kasrah* (ـِـىّ), maka ia ditransliterasi seperti huruf *maddah* menjadi i>.

Contoh:

عَـلِـىٌّ : *'Ali>* (bukan *'Aliyy* atau *'Aly*)

عَرَبِـىٌّ : *'Arabi>* (bukan *'Arabiyy* atau *'Araby*)

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6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf ال (*alif lam ma'arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, al-, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

اَلشَّمْسُ : *al-syamsu* (bukan *asy-syamsu*)

اَلزَّلْزَلَـةُ : *al-zalzalah* (*az-zalzalah*)

اَلْـفَلْسَفَةُ : *al-falsafah*

اَلْبِـلاَدُ : *al-bila>du*

7. *Hamzah*

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَأْمُرُوْنَ : *ta'muru>na*

اَلـنَّوْعُ : *al-nau'*

شَيْءٌ : *syai'un*

أُمِرْتُ : *umirtu*

8. Penulisan Kata Arab yang Lazim digunakan dalam Bahasa Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata al-Qur'an (dari *al-Qur'a>n*), alhamdulillah, dan munaqasyah. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh. Contoh:

Fi> Z{ila>l al-Qur'a>n

Al-Sunnah qabl al-tadwi>n

9. *Lafz} al-Jala>lah* (الله)

Kata "Allah" yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *mud}a>f ilaih* (frasa nominal), ditransliterasi

tanpa huruf hamzah.

Contoh:

بِاللهِ *billa>h*   دِيْنُ اللهِ *di>nulla>h*

Adapun *ta>' marbu>t}ah* di akhir kata yang disandarkan kepada *lafz} al-jala>lah,* ditransliterasi dengan huruf [*t*]. Contoh:

هُمْ فِيْ رَحْـمَةِ اللهِ   *hum fi> rah}matilla>h*

10. Huruf Kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR). Contoh:

Wa ma> Muh}ammadun illa> rasu>l

Inna awwala baitin wud}i'a linna>si lallaz\i> bi Bakkata muba>rakan

Syahru Ramad}a>n al-laz\i> unzila fi>h al-Qur'a>n

Nas}i>r al-Di>n al-T{u>si>

Abu>> Nas}r al-Fara>bi>

Al-Gaza>li>

Al-Munqiz\ min al-D}ala>l

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abu> (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi. Contoh:

Abu> al-Wali>d Muh}ammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abu> al-Wali>d Muh}ammad (bukan: Rusyd, Abu> al-Wali>d Muh}ammad Ibnu)

Nas}r H{a>mid Abu> Zai>d, ditulis menjadi: Abu> Zai>d, Nas}r H{a>mid (bukan: Zai>d, Nas}r H{ami>d Abu>)

Beberapa singkatan yang dibakukan adalah:

swt.   = *subh}a>nahu> wa ta'a>la>*
saw.   = *s}allalla>hu 'alaihi wa sallam*
a.s.   = *'alaihi al-sala>m*
H   = Hijrah
M   = Masehi
SM   = Sebelum Masehi
l.   = Lahir tahun (untuk orang yang masih hidup saja)
w.   = Wafat tahun
QS …/…: 4   = QS al-Baqarah/2: 4 atau QS A<li 'Imra>n/3: 4
HR   =   Hadis Riwaya

ABSTRAK

Nama	: Indah Sulistiawati
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Judul Tesis	: Pengaruh Sosiobiografi Pembelajar Bahasa Inggris sebagai Bahasa Asing terhadap Kecemasan Bahasa Mereka

Kecemasan Belajar Bahasa Asing adalah fenomena umum di antara para pelajar Bahasa Inggris sebagai Bahasa Asing. Hal ini telah terbukti mempengaruhi pembelajaran, dengan efek positif meningkatkan prestasi dan efek negatif menghambatnya. Kecemasan dalam belajar bahasa asing telah diketahui secara luas sebagai hambatan potensial dalam keberhasilan penguasaan bahasa, sehingga mempengaruhi kinerja dan kemajuan pelajar secara keseluruhan. Meskipun banyak penelitian berfokus pada penyebab dan dampak kecemasan berbahasa, masih sedikit perhatian yang diberikan pada peran faktor sosiobiografi pelajar dalam membentuk kecemasan ini. Penelitian ini bertujuan untuk mengetahui bagaimana pengaruh sosiobiografi pelajar Bahasa Inggris sebagai Bahasa Asing terhadap kecemasan belajar bahasa mereka.

Desain penelitian komparatif digunakan dalam studi ini untuk menganalisis pengaruh variabel sosiobiografi (usia, jenis kelamin, dan multibahasa) terhadap kecemasan belajar bahasa di kalangan pelajar. Peneliti menggunakan analisis uji t sampel independen untuk menguji apakah terdapat perbedaan signifikan dalam tingkat kecemasan belajar bahasa berdasarkan faktor sosiobiografis. Populasi dalam penelitian ini adalah Pembelajar Bahasa Inggris yang sedang belajar Bahasa Inggris sebagai bahasa asing di sekolah, universitas, atau kursus bahasa Inggris. Sampel diambil secara acak dari populasi yang relevan dan dibagi menjadi kelompok-kelompok. Instrumen penelitian menggunakan kuesioner tertutup dengan skala Likert untuk mengukur variabel yang diteliti..

Hasil penelitian mengungkapkan adanya perbedaan signifikan pada tingkat kecemasan belajar bahasa berdasarkan faktor sosiobiografis pembelajar bahasa. Secara spesifik, pembelajar remaja menunjukkan tingkat kecemasan yang lebih tinggi dibandingkan pembelajar dewasa, pembelajar perempuan lebih cemas dibandingkan laki-laki, dan pembelajar bilingual memiliki tingkat kecemasan yang lebih tinggi dibandingkan pembelajar multilingual dalam proses pembelajaran bahasa asing. Hasil ini memberikan wawasan berharga tentang interaksi kompleks antara latar belakang pembelajar dan kecemasan dalam pembelajaran bahasa, menawarkan implikasi untuk mengembangkan strategi pengajaran yang terarah dan sistem dukungan untuk menciptakan lingkungan pembelajaran EFL yang lebih inklusif dan efektif. Studi ini berkontribusi untuk menjembatani kesenjangan penelitian yang ada dan membimbing kebijakan serta praktik pendidikan di masa depan.

Kata kunci: Kecemasan Pembelajaran Bahasa, Sosiobiografi

ABSTRACT

Name   : Indah Sulistiawati
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Title   : The Effect of EFL Learners' Sociobiography Towards Their
Language Learning Anxiety

Foreign language learning anxiety is a common phenomenon among learners of English as a Foreign Language (EFL). It has been shown to influence language learning, with positive effects that enhance achievement and negative effects that hinder it. Language learning anxiety is widely recognized as a potential barrier to successful language acquisition, thus affecting learners' overall performance and progress. While many studies have focused on the causes and consequences of language anxiety, little attention has been given to the role of learners' sociobiographical factors in shaping this anxiety. This study aims to examine the effect of sociobiographical factors on the language learning anxiety of EFL learners.

A comparative research design is used in this study to analyze the influence of sociobiographical variables (age, gender, and multilingualism) on language learning anxiety among students. The researcher used an independent samples t-test analysis to examine whether there are significant differences in language learning anxiety levels based on sociobiographical factors. The population in this study consists of English Learners who are studying English as a foreign language in schools, universities, or English language courses. The sample was randomly taken from the relevant population and divided into groups. The research instrument uses a closed questionnaire with a Likert scale to measure the variables being studied.

The research findings reveal significant differences in language learning anxiety levels based on the sociobiographical factors of language learners. Specifically, adolescent learners exhibit higher levels of anxiety compared to adult learners, female learners are more anxious than male learners, and bilingual learners have higher levels of anxiety compared to multilingual learners in the process of foreign language learning. These results provide valuable insights into the complex interaction between learners' backgrounds and anxiety in language learning, offering implications for developing targeted teaching strategies and support systems to create a more inclusive and effective EFL learning environment. This study contributes to bridging the existing research gap and guiding future educational policies and practices.

Keywords: Language Learning Anxiety, Sociobiography

تجريد البحث

الإسم	:	إنداه سليستياواتي
رقم التسجيل	:	٢٢٢٠٢٠٣٨٧٩١٠٢٠٢٦
موضوع الرسالة	:	تأثير السيرة الاجتماعية لدارسي اللغة الإنجليزية كلغة أجنبية على قلقهم في تعلم اللغة

تُعَدُّ قلق تعلم اللغة الأجنبية ظاهرة شائعة بين دارسي اللغة الإنجليزية كلغة أجنبية. وقد ثبت أن هذا القلق يؤثر على عملية التعلم، إما بتأثير إيجابي من خلال تعزيز الأداء، أو بتأثير سلبي يؤدي إلى تعطيله. يُعرف القلق في تعلم اللغة الأجنبية على نطاق واسع بأنه عائق محتمل أمام تحقيق النجاح في اكتساب اللغة، مما يؤثر على أداء المتعلمين وتقدمهم بشكل عام. ورغم وجود العديد من الدراسات التي تناولت أسباب وتأثيرات القلق اللغوي، إلا أن دور العوامل السيرة الاجتماعية للمتعلمين في تشكيل هذا القلق لم يحظَ بالاهتمام الكافي. تهدف هذه الدراسة إلى تحليل تأثير السيرة الاجتماعية للمتعلمين الذين يدرسون اللغة الإنجليزية كلغة أجنبية على قلقهم في تعلم اللغة.

تم استخدام تصميم البحث المقارن في هذه الدراسة لتحليل تأثير المتغيرات السوسيوبيوغرافية (العمر، الجنس، والتعددية اللغوية) على قلق تعلم اللغة بين الطلاب. استخدم الباحثون تحليل اختبار t لعينة مستقلة لاختبار ما إذا كان هناك فرق كبير في مستوى القلق من تعلم اللغة بناءً على العوامل السوسيوبيوغرافية. السكان في هذه الدراسة هم متعلمو اللغة الإنجليزية الذين يتعلمون اللغة الإنجليزية كلغة أجنبية في المدارس أو الجامعات أو دورات اللغة الإنجليزية. تم أخذ العينة بشكل عشوائي من السكان المعنيين وتم تقسيمها إلى مجموعات. أداة البحث تستخدم استبيانًا مغلقًا بمقياس ليكرت لقياس المتغيرات المدروسة.

أظهرت نتائج البحث وجود اختلافات كبيرة في مستوى القلق عند تعلم اللغة بناءً على العوامل السوسيوبيوغرافية لمتعلمي اللغة. بشكل محدد، يُظهر المتعلمون المراهقون مستويات أعلى من القلق مقارنة بالمتعلمين البالغين، وتكون المتعلمات الإناث أكثر قلقًا مقارنة بالذكور، ويكون المتعلمون ثنائيو اللغة أكثر قلقًا مقارنة بالمتعلمين متعددين اللغة في عملية تعلم اللغة الأجنبية. تقدم هذه النتائج رؤى قيمة حول التفاعل المعقد بين خلفية المتعلمين والقلق في تعلم اللغة، مما يوفر تداعيات لتطوير استراتيجيات تعليمية موجهة وأنظمة دعم لخلق بيئة تعلم للغة الإنجليزية كلغة أجنبية أكثر شمولاً وفعالية. تساهم هذه الدراسة في سد الفجوة البحثية الحالية وتوجيه السياسات والممارسات التعليمية في المستقبل.

الكلمات الرئيسية: قلق تعلم اللغة، السيرة الاجتماعية، التعددية اللغوية، تعليم اللغة الإنجليزية كلغة أجنبية

CHAPTER I

INTRODUCTION

A. Background of the research

Foreign Language Learning Anxiety is a common phenomenon among EFL Learners. Affect has been shown to influence learning, with positive affect enhancing achievement and negative affect inhibiting it. Specifically in the field of foreign language learning, many authors agree that language learners' anxiety depends on each specific situation. Different from the general anxiety of the class. This type of anxiety, called foreign language anxiety (FLA), is considered to play an important role in foreign language learning. In 1986, Horwitz & Cope first introduced foreign language anxiety. Several authors have used their research as a basis for developing or treating other problems related to foreign language anxiety. They described fear as another form of fear.[1] Anxiety plays an important role in language acquisition and can help facilitate and/or hinder the learning of an additional language.

Foreign language learning, especially English as a Foreign Language (EFL), has become an important component in the global education system. However, the process of foreign language learning is often accompanied by a phenomenon known as foreign language learning anxiety (FLA). This phenomenon has attracted the attention of researchers and educators over the past few decades due to its significant impact on language learning processes and outcomes. The participants of this study were 207 EFL learners from Spain who completed an online questionnaire with a Likert scale. Statistical analysis showed that sociobiographical background variables such as age and multilingualism had no effect, while gender had a small influence on foreign language classroom anxiety (FLCA). Further analysis showed that other foreign language learning variables were significantly related to each other and to foreign language enjoyment (FLE) and FLCA. A more favorable attitude towards English was related to significantly

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[1] Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. The Modern Language Journal, 70(2), 125-132

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higher levels of FLE and lower levels of FLCA. Attitude towards English teachers was also related to significantly higher levels of FLE, but had no significant effect on FLCA. We argue that attitudes towards foreign languages undoubtedly influence emotions in the classroom, but the causal relationship can also go the other way, i.e. high FLE and low FLCA can increase attitudes towards foreign languages. The results of this study confirm and extend previous research showing that a positive attitude towards foreign language is a strong predictor of FLE and that teachers play an important role in increasing FLE but have limited power in reducing students' FLCA (Dewaele et al., 2018).

Foreign language learning anxiety is defined as "feelings of tension and fear specifically associated with a second language context, including speaking, listening, and learning" (MacIntyre & Gardner, 1994). The concept was first comprehensively introduced by Horwitz, Horwitz, and Cope in 1986, who described it as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors associated with language learning in the classroom that arise from the uniqueness of the language learning process" (Horwitz et al., 1986).

According to E. Horwitz et al, Foreign Language Anxiety (FLA) is a situation-specific anxiety experienced in response to learning and using a second language, similar to stage fright or test anxiety.[2] Horwitz define FLA as a complex of cognitions, beliefs, emotions, and behaviors related to language learning in the classroom that arise from the uniqueness of the language learning process. Various studies show that learners experience problems when learning a foreign language for reasons such as fear of making mistakes, fear of being criticized, not being able to say anything or participate, fear, poor pronunciation, and inadequate understanding of the foreign language, grammar, difficulty in oral expression, low motivation, and the influence of the local language/mother tongue.[3]

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[2] Elias Bensalem. "Foreign Language Anxiety of EFL Students: Examining the Effect of Self-Efficacy, Self-Perceived Proficiency and Sociobiographical Variables". Arab World English Journal (AWEJ) Volume 9. Number 2. June 2018

[3] Reynathal Beatrix and Rahmah Hastuti. "Kecemasan Dalam Mempelajari Bahasa Asing pada Siswa SMA di Toraja". Jurnal Psikologi Malahayati, Vol 4 (2). September 2022

Research shows that foreign language learning anxiety can have a significant negative impact on the language acquisition process. As argued by Krashen in the Affective Filter Hypothesis, affective factors such as anxiety can form a kind of 'filter' that blocks language input, hindering the learning process. Students who experience high levels of anxiety tend to perform lower in various aspects of language learning, including oral production, listening comprehension, and even writing skills.

Foreign Language Anxiety (FLA) is a complex structure influenced by many factors. Next, to provide a conceptual basis for this definition, Horwitz et al. identifies three situational anxieties, which are communication anxiety, test anxiety, and fear of negative evaluation. Most English for Specific Purposes students experience average to high levels of foreign language anxiety, with communication apprehension being the main source, followed by fear of negative evaluation and test anxiety.[4] Many researchers have explored the impact of foreign language learning outcomes in using the language. Understanding the underlying factors that contribute to foreign language learning anxiety is crucial in developing effective strategies to help learners overcome their fears and excel in their language acquisition journey.

In the Indonesian context, where English is taught as a foreign language, the phenomenon of foreign language learning anxiety becomes even more relevant. As noted by Marwan (2007), Indonesian students often experience high levels of anxiety in English classes, especially when asked to speak in front of the class or participate in discussions. Factors such as lack of confidence, fear of making mistakes, and pressure to speak accurately contribute to this anxiety.

English as a Foreign Language (EFL) learners face numerous challenges in their language acquisition journey. One significant factor that can impact their learning process is anxiety. Language learning anxiety has been widely recognized as a potential barrier to successful language acquisition, affecting learners' performance and overall progress. While much research has focused on

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[4] Cayli, Maide Beyza, "An Analysis Of Efl Learners' Foreign Language Anxiety And Their Motivation To Learn English" (2020). Electronic Theses and Dissertations

the causes and effects of language anxiety, less attention has been given to the role of learners' sociobiographical factors in shaping this anxiety. Sociobiography encompasses various aspects of an individual's social and personal background, including age, gender, cultural background, socioeconomic status, and prior language learning experiences. These sociobiographical factors may significantly influence how learners approach language learning and experience anxiety in EFL contexts. For instance, cultural background might affect a learner's willingness to participate in class discussions, while socioeconomic status could impact access to language learning resources and opportunities for practice.

Although much research has been conducted on foreign language learning anxiety, there are still gaps in our understanding of how sociobiographical factors influence these anxiety levels. Sociobiographical factors, which include age, gender, cultural background, socioeconomic status, and previous language learning experiences, can have a significant influence on how learners approach language learning and experience anxiety in an EFL context. Several studies have begun to explore this relationship. For example, Dewaele (2007) found that age and multilingual experience have significant effects on anxiety levels in foreign language use. Meanwhile, Park and French (2013) examined the effect of gender on foreign language anxiety among Korean students, finding that females tend to report higher levels of anxiety than males.

However, there is still a lack of comprehensive studies examining the relationship between various sociobiographical factors and foreign language learning anxiety, especially in the context of EFL in Indonesia. A better understanding of these relationships can provide valuable insights for the development of more effective teaching strategies and support systems to address anxiety in diverse EFL classrooms.

Despite the potential importance of sociobiographical factors in language learning anxiety, there is a lack of comprehensive studies examining this relationship in EFL contexts. This gap in research leaves educators and language program designers with incomplete information about how learners' backgrounds

may contribute to their anxiety levels and, consequently, their language learning outcomes. Therefore, there is a need to investigate the effect of EFL learners' sociobiography on their language learning anxiety. Understanding this relationship could provide valuable insights for developing more effective teaching strategies and support systems to address anxiety in diverse EFL classrooms.

Based on the explanation above, we have known that anxiety factors in foreign language use have become a concern in educational contextsin various countries including Indonesia, especially in students who learning a language as a foreign language. Therefore, the anxietylevel of EFL Learners is important to be studied in term socio-biography factors in order to this study is expected to assist educators and language program designers in developing more personalized and effective approaches to address foreign language learning anxiety. In addition, this study can also serve as a foundation for further research on the role of sociobiographical factors in foreign language learning, thus contributing to the development of theory and practice in the field of EFL teaching.

B. Research Questions

1. How the effect of age on EFL learners' language learning anxiety?
2. How the effect of gender on EFL learners language learning anxiety?
3. How the effect of multilingualism on EFL learners' language learning anxiety?

C. Objective of the research

1. To know the effect of age on EFL learners language learning anxiety?
2. To know the effect of gender on EFL learners language learning anxiety?
3. To know the effect of multilingualism on EFL learners language learning anxiety?

D. *Significances of the research*

The result of this research is expected to give contributions that can be seen from three perspectives, from the tittle "The Effect of EFL Learners' Sosiobiography Towards Their Language Anxiety" as result for a research

1. The Theoretically Significance

   The results of this study are expected to contribute to the development of theory in learners' foreign language anxiety based on their sociobiograohy factor.

2. The Practically Significance

   The findings of this study are expected to provide valuable insights for developing more effective teaching strategies and support systems to address anxiety in diverse EFL classrooms.

3. The Policy Significance

   The results of this study are expected to provide an overview of the quality and ability of the learners in effect of learners' sosiobiography in their language learning anxiety so as to lead to the development of policies in improving the quality of learners in language learning.
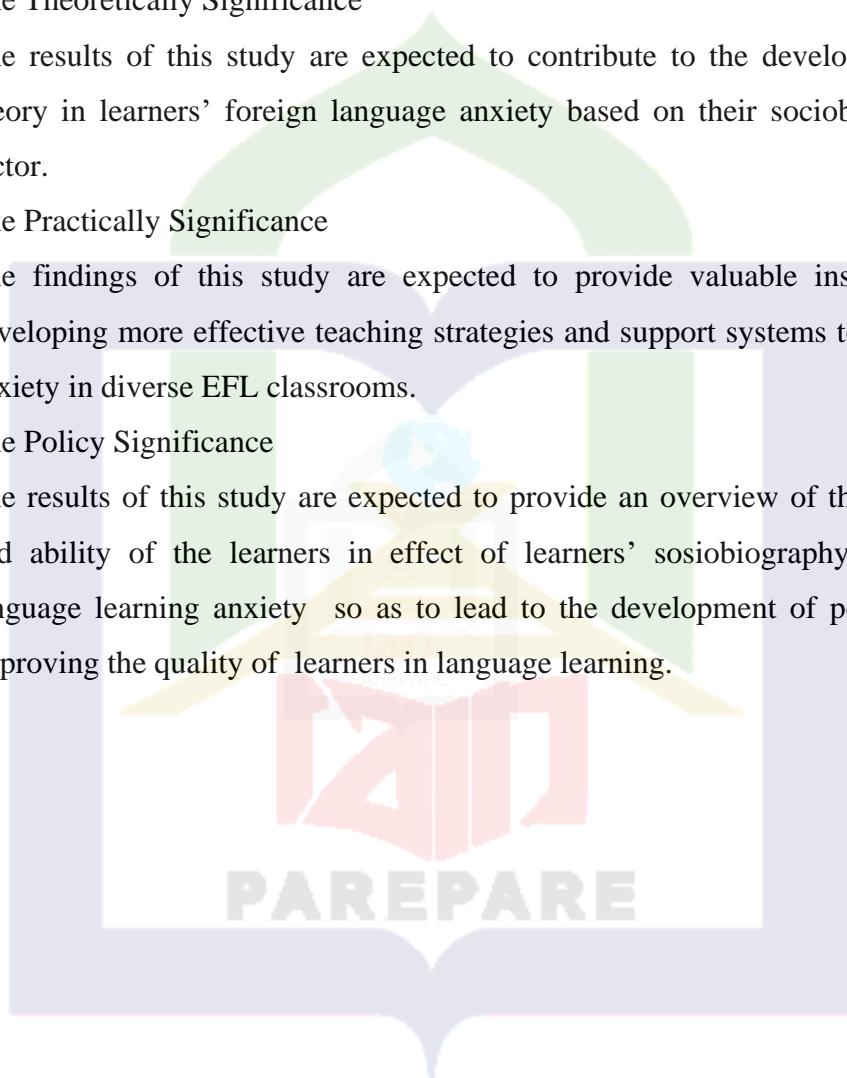
CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Related Research Findings*

Research on foreign language anxiety is not the first to be done. But on the other hand, research on FLA examined from socio-biography factors has not been done much. The relevat previous reserach is used to explore previousresearch related to research problems, so that it can be found out which problems have not been studied in depth by previous research. In addition, it is also a comparison between the phenomen to be studied with the results of similar previous studies. Previous research that is relevant to this research has been discussed by various researchers. Here the author will explain the results of previous studies that have similarities with this study and explain the contents, differences and similarities between the results of previous studies and the results of this study.

Table 2.1 Previous Related Research Findings

No.	Researcher	Research Tittle	Research Methodology and Purpose
1.	Jean-Marc-Dewaele (2022)[5]	The Interplay between Learner-Internal Variables and Levels of Anxiety and Enjoyment among Spanish EFL Learners	This study aim to know the relationship between learner-internal variables and enjoyment and anxiety in English Foreign Language (EFL) classes. This type of research is a quantitative research method, which uses statistical analysis

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[5] Jean-Marc Dewaele. "The interplay between learner-internal variables and levels of anxiety and enjoyment among Spanish EFL learners." *Understanding variability in second language acquisition, bilingualism, and cognition*. Routledge, 2022. 217-239.

			to manage data from online questionnaires in the form of a Likert scale.
2.	Yan Jiang and Jean-Marc Dewaele (2020)[6]	**The predictive power of sociobiographical and language variables on foreign language anxiety of Chinese university students**	This study aims to examine Chinese EFL learners' FLA in five communicative situations (i.e. speaking English with friends, with classmates, with strangers, on the phone, and in public) and the relationship between their FLA and a series of variables such as ethnic group affiliation and background geographic, More traditional independent variables are participants' language learning history and current language practices. Researchers also sought to determine the predictive power of these independent variables in determining FLA variance when they were examined together. Type of this research is a quantitavive research method. BEQ was adapted as

[6] Jiang, Yan, and Jean-Marc Dewaele. "The predictive power of sociobiographical and language variables on foreign language anxiety of Chinese university students." *System* 89 (2020): 102207.

			the research instrument in this study. BEQ originally contains 35 questions and was reduced to 25 questions.
3.	Elias Bensalem (2018)[7]	Foreign Language Anxiety in EFL Students: Examining the Effect of Self Efficacy, Self-Perceived Proficiency and Sociobiographical Variables	This study aimed to explore the relationship between foreign language anxiety (FLA) and self-efficacy, self-perceived English proficiency, and three sociobiographical variables (gender, third language knowledge, and experience abroad) among Arab university students studying English. Data were collected using the Foreign Language Classroom Anxiety Scale and the Arabic version of the Foreign Language Self-Efficacy Scale.
4.	Ushba Rasool and Muhammad	An investigation of foreign language	The present study objectifies two goals to determine the

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[7] Elias Bensalem. "Foreign Language Anxiety of EFL Students: Examining the Effect of Self-Efficacy, Self-Perceived Proficiency and Sociobiographical Variables". Arab World English Journal (AWEJ) Volume 9. Number 2. June 2018

	Zammad Aslam (2023)[8]	writing anxiety and its reasons among pre-service EFL teachers in Pakistan	extent of writing anxiety, followed by reasons and references to the role of gender. The study used quantitave method and convenience sampling. Second language writing anxiety inventory (SLWAI) and second language writing anxiety reasons inventory (SLWARI) were used to collect data, and semi-structured interviews were taken with students.
5.	Andrea Ekstrom (2013)[9]	Foreign language communication anxiety in correlation to the sociolinguistic variables gender, age, performance and multilingual competence: A linguistic pilot study of Swedish students' attitudes	Thisstufy aim to investigates if levels of different types of foreign language communication anxiety, such as for speaking, listening, writing and/or reading that Swedish students in compulsory school and upper secondary school experience when communicating in English in their foreign language classes..

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[8] Rasool U, Qian J and Aslam MZ (2023) An investigation of foreign language writing anxiety and its reasons among pre-service EFL teachers in Pakistan. Front. Psychol. 13:947867.

[9] Andrea Ekstrom. "Foreign language communication anxiety in correlation to the sociolinguistic variables gender, age, performance and multilingual competence: A linguistic pilot study of Swedish students' attitudes." (2013)

6.	Elias Bensalem (2019)[10]	Multilingualism and foreign language anxiety: the case of Saudi EFL learners	This study aim to know the link between foreign language anxiety (FLA), self-perceived proficiency, and multilingualism in the under-explored English as a Foreign Language (EFL) context of Saudi Arabia. This study used Multiple regression analyzes method with research instrument is Classroom Anxiety Scale.
7.	Jean-Marc Dewaele and Taghread M Al-Saraj (2015)[11]	Foreign language classroom anxiety of Arab learners of English: The effect of personality, linguistic and sociobiographical variables	This study aim to know the link between psychological, sociobiographical and linguistic variables and Foreign Language Classroom Anxiety of Arabic learners of English. Data were collected using the Arabic Foreign Language Anxiety Questionnaire and an Arabic version of the Multicultural Personality Questionnaire-Short Form, then analyzed used multiple

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[10] Elias Bensalem. "Multilingualism and foreign language anxiety: The case of Saudi EFL learners." *Learning and Teaching in Higher Education: Gulf Perspectives* 15.2 (2019): 47-60.

[11] Jean-Marc Dewaele, and Taghreed Al-Saraj. "Foreign language classroom anxiety of Arab learners of English: The effect of personality, linguistic and sociobiographical variables." *Studies in Second Language Learning and Teaching* 5.2 (2015): 205-228.

			regression analyses
8.	Selami Aydin, et al. (2017)[12]	Age, Gender And Grade Effect On Foreign Language Anxiety Among Children	This study aims to explore the effect of age, gender and grade differences on FLA and its types, communication apprehension, fear of negative evaluation and test anxiety, among Turkish children who learn English as a foreign language. The data collection tools were a background questionnaire interrogating the variables and the Children's Foreign Language Anxiety Scale (CFLAS). After computing the reliability coefficient of the scale and total variance, independent samples t-test and ANOVA were used to see the relationships between it.
9.	Karim Sadeghi, et al (2013)[13]	From EFL Classroom into the Mainstream: A Socio-Cultural	This study was conducted with the aim of examining the rate of foreign language anxiety in male and female

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[12] Selami Aydin, et al. "Age, Gender and Grade Effect on Foreign Language Anxiety among Children." *TEFLIN Journal: A Publication on the Teaching & Learning of English* 28.2 (2017).

[13] Karim Sadeghi, Forouhar Mohammadi, and Nasrin Sedaghatghoftar. "From EFL classroom into the mainstream: A socio-cultural investigation of speaking anxiety among female EFL learners." *International Journal of Society, Culture & Language* 1.2 (2013): 117-132.

		Investigation of Speaking Anxiety among Female EFL Learners	language learners. Data collection was organized in two phases. In the first phase, the quantitative data were gathered using the FLCAS which was administered. The objective of this second phase was to gather qualitative data concerning the possible sources.
10.	Areen Ahmed Muhammad (2017)[14]	The Role of Age and Gender Differences in Language Learning: A Case Study on Kurdish EFL Learners	The study aims to investigate the role of age and gender problems and their influences, as it tries to differentiate between all ages and genders, in learning English as a foreign language. Mixed methods of data collection were used in this study (questionnaire and interview)

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[14] Muhammed, A. "The role of age and gender differences in language learning: A case study on Kurdish EFL learners." *English Language, Literature & Culture* 2.5 (2017): 74-84.

The first study by Jean-Marc-Dewaele in 2022, "The Interplay between Learner-Internal Variables and Levels of Anxiety and Enjoyment among Spanish EFL Learners". This study explores the relationship between learner internal variables and enjoyment and anxiety in English as a Foreign Language (EFL) classes. The participants in this research were 207 EFL students from Spain who filled out an online questionnaire with a Likert Scale. Statistical analysis shows that sociobiographical background variables such as age and multilingualism have no effect, while gender has a small effect on anxiety in foreign language classes (FLCA). Further analysis showed that other foreign language learning variables were significantly related to each other and to foreign language enjoyment (FLE) and FLCA. Better attitudes toward English were associated with significantly higher levels of FLE and lower levels of FLCA. Attitudes toward English teachers were also associated with significantly higher levels of FLE, but had no significant effect on FLCA. We argue that attitudes towards a foreign language undoubtedly influence emotions in the classroom, but the causal relationship could also be the other way around, i.e. high FLE and low FLCA can increase attitudes towards a foreign language.

The second study conducted by Yan Jiang and Jean-Marc Dewaele (2020) "The predictive power of sociobiographical and language variables on foreign language anxiety of Chinese university students". The study examined 1,031 Chinese university students' FLA in English and explored the links between it and several sociobiographical variables (i.e. gender, ethnic group affiliation, geographical background, and experience in travelling abroad) and language variables (i.e. age of onset of acquisition, language achievement level, self-perceived oral competence, and frequency of language use). Type of this research is a quantitavive research method. BEQ was adapted as the research instrument in this study. BEQ originally contains 35 questions and was reduced to 25 questions. The results showed that geographical background, experience abroad, age of onset of acquisition, self-perceived oral competence, language achievement level, and frequency of language use were significantly linked with FLA. The findings suggest that FLA exists as much outside as inside the classroom but that the

sources vary and that the nature of the experience may change as individuals outside the classroom have a greater sense of agency. The study also offers some pedagogical implications for Chinese EFL teachers. As for the difference, The research conducted by Yan Jiang and Jean-Marc Dewaele examined sociobiographical factors on Learners' FLA in five communicative situations (i.e. speaking English with friends, with classmates, with strangers, on the telephone, and in public) and the relationship between their FLA and a series of variables such as ethnic group affiliation and background geographic China, while this study examines sociobiographical factors towards Learners' FLA in the general situation of learning classes in Indonesia.

The third research conducted by Elias Bensalem in 2018 "Foreign Language Anxiety in EFL Students: Examining the Effect of Self Efficacy, Self-Perceived Proficiency and Sociobiographical Variables". This study aimed to explore the relationship between foreign language anxiety (FLA) and self-efficacy, self-perceived English proficiency, and three sociobiographical variables (gender, third language knowledge, and experience abroad) among 261 Arab university students studying English. Data were collected using the Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz, & Cope, 1986) and the Arabic version of the Foreign Language Self-Efficacy Scale (Torres & Turner, 2016). Findings showed that this sample of Arabic English as a foreign language (EFL) students experienced average levels of anxiety with female learners experiencing more anxiety compared to male learners. Regression analysis revealed that self-efficacy, self-perceived proficiency in English, and gender were predictors of FLA. The results showed that participants who were confident and felt more proficient in English were significantly less likely to suffer from FLA. However, although knowledge of a third language and experience abroad correlated with FLA, it had no effect on participants' anxiety. The difference between this study and the current study is that the research instrument (FLACS) was adjusted and not only focus on speaking anxiety.

The fourth study conducted by Ushba Rasool and Muhammad Zammad Aslam in 2023 "An investigation of foreign language writing anxiety and its

reasons among pre-service EFL teachers in Pakistan". The present study objectifies two goals to determine the extent of writing anxiety, followed by reasons and references to the role of gender. Seventy-two pre-service teachers of the English language training department from the University of Education, Multan, Pakistan, were selected for the study using convenience sampling. Second language writing anxiety inventory (SLWAI) and second language writing anxiety reasons inventory (SLWARI) were used to collect data, and semi-structured interviews were taken with students. The findings presented no difference in anxiety levels between genders, whereas cognitive anxiety type was distinctive in results. Most of the participants experienced high and medium levels of enxiety. The research conducted by Ushba Rasool and Muhammad Zammad Aslam examines foreign language anxiety with a focus on students' writing skills in Pakistan, while the research to be conducted examines foreign language anxiety not only focusing on one skill.

The fifth study conducted by Andrea Ekstrom in 2013 " Foreign language communication anxiety in correlation to the sociolinguistic variables gender, age, performance and multilingual competence: A linguistic pilot study of Swedish students' attitudes". This study investigates if levels of different types of foreign language communication anxiety, such as for speaking, listening, writing and/or reading that Swedish students in compulsory school (grades 7-9) and upper secondary school experience when communicating in English in their foreign language classes have any correlation to sociolinguistic variables such as gender, age, performance and/or multilingual competence. The compiled and analyzed self-report data have successfully provided a base for implied correlations between the different sociolinguistic variables and language anxiety. The most prominent indications of correlation to anxiety are the variables gender, performance (course grades) and linguistic competence. The age variable also showed indications of correlation but was less pronounced than the others. It was also found that students generally feel more and/or higher anxiety when speaking the target language than the other types of communication. The didactic implications that this study contributes to is that "communicating" as an activity

conducted in the foreign language classroom needs to be further defined and broken down into specific types of skills (*speaking, writing, listening, reading*) and also be approached accordingly. This also implies that further research is needed to thoroughly examine the correlational effects different sociolinguistic variables have on the foreign language learning.

The sixth study by Elias Bensalem (2019), with tittle "Multilingualism and foreign language anxiety: the case of Saudi EFL learners". The study focuses on the link between foreign language anxiety (FLA), self-perceived proficiency, and multilingualism in the under-explored English as a Foreign Language (EFL) context of Saudi Arabia. Ninety-six Arabic undergraduate college-level EFL students (56 males, 40 females) answered the Arabic version of the Foreign Language Classroom Anxiety Scale (FLCAS – Horwitz, Horwitz, & Cope, 1986). The analyzes revealed that Saudi multilinguals suffered from low to moderate levels of FLA with female participants experiencing more anxiety than their male counterparts. Multiple regression analyzes revealed that gender and self-perceived proficiency explained over a quarter of variance in FLA. Furthermore, the study did not find any role of experience abroad in predicting FLA.

The seventh study by Jean-Marc Dewaele and Taghread M Al-Saraj, with tittle "Foreign language classroom anxiety of Arab learners of English: The effect of personality, linguistic and sociobiographical variables". The study focuses on the link between psychological, sociobiographical and linguistic variables and Foreign Language Classroom Anxiety of 348 Arabic learners of English (250 females, 98 males). Data were collected using the Arabic Foreign Language Anxiety Questionnaire (AFLAQ; Al-Saraj, 2011, 2014) and an Arabic version of the Multicultural Personality Questionnaire-Short Form (MPQ-SF; van der Zee, van Oudenhoven, Ponterotto & Fietzer, 2013). Multiple regression analyses revealed that self-perceived proficiency in oral English and frequency of use of English explained over a third of variance in FLCA: More proficient and frequent users felt less anxious. Two personality traits, Emotional Stability and Social Initiative explained a further fifth of variance in FLCA, with emotionally stable and more extraverted participants scoring lower on FLCA. Age was the final

predictor of a small amount of variance, with older participants feeling less anxious. Degree of multilingualism, sex and education level had no effect on FLCA.

The eight study by Selami Aydin, et al. Withresearh tittle "Age, Gender And Grade Effect On Foreign Language Anxiety Among Children". This study aims to explore the effect of age, gender and grade differences on FLA and its types, communication apprehension, fear of negative evaluation and test anxiety, among Turkish children who learn English as a foreign language. The participants were 494 children enrolled at primary and secondary schools. The data collection tools were a background questionnaire interrogating the variables mentioned and the Children's Foreign Language Anxiety Scale (CFLAS). After computing the reliability coefficient of the scale and total variance, independent samples t-test and ANOVA were used to see the relationships between the levels of FLA and its types and subject variables, age, gender, and grade. The results showed that age, gender, and grade constitute significant differences regarding FLA and its types, when several items in the CFLAS were considered. In the light of findings, several practical recommendations are listed.

The ninth study conducted by Karim Sadegh, et al (2013) with the research tittle "From EFL Classroom into the Mainstream: A Socio-Cultural Investigation of Speaking Anxiety among Female EFL Learners". This study was conducted with the aim of examining the rate of foreign language anxiety in male and female language learners. FLCAS (Foreign Language Classroom Anxiety Scale) was administered to two groups of male and female learners. The mean scores of FLCAS indicated a significant difference with females having considerably higher levels of anxiety than males. From 38 female learners, 22 were recognized as experiencing anxiety, 14 of whom were invited to attend interviews as high-anxious learners. In addition to the learners, six language instructors were interviewed. From among the responses, socio-cultural reasons were deduced as being responsible for the noticeable level of females' anxiety. With regard to the findings, this study invites language teachers to be more sensitive and considerate about their female learners' social status, their senses of identity, and their self-

perceptions, and take account of all these when judging their language performance, particularly as to the speaking activities and communicative tasks.

The tenth study conducted by Areen Ahmed Muhammed (2017) with the research tittle "The Role of Age and Gender Differences in Language Learning: A Case Study on Kurdish EFL Learners". The study aims to investigate the role of age and gender problems and their influences, as it tries to differentiate between all ages and genders, in learning English as a foreign language. The participants in this research are students at different basic and secondary schools, and English department students at the University of Sulaimani; besides, several teachers were asked too. Mixed methods of data collection were used in this study (questionnaire and interview). The questionnaire section consists of ten questions and five for background information, which all were about age and gender. Moreover, twenty-eight students participated in the questionnaire section; and two teachers and one student participated in the interview section, which was consisted of five questions. The results of this research show the problems according to different ages and genders, and difficulties that faced Kurdish students through learning English; in which, it helps instructors to select their instructional strategies more effectively related to gender and age of students.

B. Some Partinent Ideas

a. Foreign Language Anxiety (FLA)

Foreign language anxiety, also known as xenophobia, is a feeling of discomfort, worry, tension, and anxiety that occurs when learning or using a second or foreign language. That emotion can come from any second language context, whether related to productive skills of speaking and writing or receptive skills of reading and writing.

Although all aspects of using and learning a foreign language can cause anxiety, both listening and speaking are consistently cited as the most

anxiety-inducing activities in a foreign language.[15] Foreign language anxiety is usually studied and observed in language classes, where many students begin learning a new language and feel embarrassed.

General theories of anxiety help explain the causes of foreign language anxiety. The following fear theories are involved in explaining foreign language anxiety:

- Self-Efficacy and Appraisal: Fear responses initially depend on an individual's assessment of how threatening the situation is. When a threatening situation is perceived, the level of anxiety depends on the person's perception of self-efficacy, or confidence in their ability to effectively control the situation. Potential negative events that the affected person believes they cannot handle often cause anxiety. When it comes to foreign language learning, assessing foreign language situations is seen as a threat because it creates self-deprecating beliefs about a person's language abilities, lowers self-efficacy, and causes anxiety about foreign languages.[16]

- State, Trait, and Situation Anxiety: Anxiety can be categorized into new distinctions: trait anxiety, state anxiety, and situation-specific anxiety. People with trait anxiety experience chronic, persistent anxiety in all situations, whereas people with state anxiety only feel anxious in certain situations. Applying this theory to language learning further differentiates between situation-specific anxiety. It is based on state anxiety and describes certain situations that cause anxiety only when certain conditions (such as a foreign language) are involved.[17]

An example of where foreign language anxiety can arise is in the classroom. The causes of foreign language anxiety can be broadly divided

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[15] Badia Muntazer Hakim, "A Study of Language Anxiety among English Language Learners in Saudi Arabia" Arab World English Journal (AWEJ), Volume 10. Number 1. March 2019

[16] Pappamihiel, N. Eleni (1 January 2002). "English as a Second Language Students and English Language Anxiety: Issues in the Mainstream Classroom". Research in the Teaching of English. 36 (3): 327–355

[17] *Ibid,*

into three categories: communication anxiety, test anxiety, and fear of negative evaluation.[18]

1. Communication anxiety is the fear you feel when talking to or listening to others.

2. Test anxiety is a type of performance anxiety and is related to the fear of performing poorly or failing completely.

3. Fear of negative evaluation is a fear related to learners' perceptions of how other audiences (teachers, classmates, others) will negatively evaluate their language skills.

These three factors lead to increased anxiety levels and decreased self-efficacy in a person. Additionally, students learning a foreign language abroad are likely to experience high levels of anxiety, especially related to language learning in her ESL classroom. This is because they perceive a large social distance between themselves and native speakers of the target language, which can cause language shock.[19]

Foreign Language Anxiety in the Classroom (FLAC)

Foreign Language Anxiety in the Classroom (FLAC) refers to the anxiety experienced by students in the context of foreign language learning. This anxiety can negatively impact students' motivation and academic performance. According to MacIntyre and Gregersen[20] FLAC can arise from various factors, including fear of making mistakes, negative evaluation, and pressure to speak in front of classmates. It is important to understand the dynamics of FLAC in order to create a supportive and effective learning environment.

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[18] Nurhayani, Fatma Indriani, Ali Hasyimi, "The Foreign Language Learning Anxiety: The Descriptive of Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation), UHAMKA International Conference on ELT and CALL (UICELL), Jakarta, 14-15 December 2023

[19] Pappamihiel, N. Eleni (1 January 2002). "English as a Second Language Students and English Language Anxiety: Issues in the Mainstream Classroom". Research in the Teaching of English. 36 (3): 327–355

[20] MacIntyre, P. D., & Gregersen, T. Affect in foreign language learning: An overview of the literature. *In P. D. MacIntyre, T. Gregersen, & S. Mercer (Eds.), *Language, Anxiety, and the New Learning Environment* (pp. 3-10). *Bristol: Multilingual Matters.*2012

FLAC is a form of specific anxiety that occurs when students learn and use a foreign language. Horwitz et al. (1986) define this anxiety as a feeling of tension and worry that arises in language learning situations. Dewaele and MacIntyre [21] added that FLAC can influence the learning process, including communication skills, interaction, and language learning as a whole.

Various factors can trigger FLAC, including the individual characteristics of students and the classroom context. Gkonou et al[22] show that previous learning experiences and student motivation play a crucial role in determining their level of anxiety. For example, students with positive foreign language learning experiences tend to have lower anxiety compared to those with negative experiences.

The role of teachers is crucial in reducing FLAC. Dewaele et al[23] emphasize that inclusive and supportive teaching approaches can help students feel more comfortable. Techniques such as project-based learning, the use of technology, and collaborative learning can create a more positive environment and reduce anxiety.

FLAC can disrupt the learning process of students. According to Cheng et al[24] students who experience high levels of anxiety tend to find it more difficult to participate in class activities, which can hinder their language skill development. This shows that anxiety not only affects individuals but also the dynamics of the class as a whole.

Research shows that there is a significant relationship between FLAC and students' academic performance. Liu and Jackson [25] found that students with

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[21] Dewaele, J.-M., & MacIntyre, P. D. *Foreign language anxiety and the role of the teacher.* In *Language, anxiety, and the new learning environment* (pp. 3-20). Multilingual Matters. 2014

[22] Gkonou, C., Daubney, M., & Dewaele, J.-M. *New insights into language anxiety: Theory, research, and educational implications. *In C. Gkonou, M. Daubney, & J.-M. Dewaele (Eds.), *New Perspectives on Language Anxiety: Theory, Research and Educational Implications* (pp. 1-17). Multilingual Matters. 2017

[23] Dewaele, J.-M., et al. "The role of teachers in creating an inclusive and supportive classroom environment." *Language Teaching Research*. 2018

[24] Cheng, Y., et al. "The impact of anxiety on language learning and participation in class activities." *Journal of Language Anxiety*. 2020

[25] Liu, M., & Jackson, J. "The relationship between anxiety and language exam performance." *Applied Linguistics*. 2021

higher levels of anxiety tend to achieve lower scores on language exams. This emphasizes the importance of interventions to address anxiety in the classroom.

Several strategies can be implemented to reduce FLAC. MacIntyre and Gregersen[26] suggest the use of relaxation techniques, the development of social skills, and speaking practice in a safe environment. In addition, a pedagogical approach that prioritizes positive learning experiences can also be helpful.

Individual factors, such as age, gender, and personality, also influence the level of FLAC. Dewaele[27] indicates that younger students may experience higher anxiety compared to older students. Further research is needed to understand how these factors interact in the classroom context.

Communicative Anxiety and FLA:

Many studies on FLA have examined it as "a stable personality trait, among experienced language learners". The choice of the term "trait" rather than "state" suggests that the authors see FLA as a stable disposition to becoming anxious when using language in a particular situation. States, on the other hand, are more transient in nature and would only occur when certain contextual conditions were met. Dewaele[28] noted that the apparent stability of FLA could be related to the fact that the studies in question considered only individuals with a single foreign language. Only recently has the construct of FLA been tested on samples of participants learning two foreign languages simultaneously.[29] The second part of MacIntyre and Gardner's definition seems to suggest that FLA is specific to experienced learners only. However, this seems to imply that beginners do not experience FLA or that they experience a

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[26] MacIntyre, P. D., & Gregersen, T. "Anxiety and emotion in language learning." *Language Learning*. 2016

[27] Dewaele, J.-M. "Age-related differences in language learning anxiety." *International Journal of Applied Linguistics*. 2021

[28] Dewaele, J.-M. "Factors in the foreign language classroom that can lead to anxiety." *Language Learning*. 2002

[29] Rodriguez, M. C., & Abreu, S. "Foreign language anxiety in learners of two foreign languages." *Foreign Language Annals*. 2003

statelike FLA, which gradually becomes a trait. As Dornyei[30] pointed out, when talking about anxiety, "it is surprising how ambiguous the conceptualisation of the concept becomes when we go beyond the surface". Therefore, it seems necessary to go briefly back the sources of the concept.

In their exploratory study of the relations between language anxiety and other anxieties in English as a first language and French as an second language, MacIntyre and Gardner subjected their different anxiety scales to a principal components analysis, which yielded two orthogonal factors accounting for 48% of the total variance. These factors were labeled "General Anxiety" and "Communicative Anxiety," respectively. The former factor was defined by scales of Trait, State, and Test anxiety, whereas the latter was defined by Language Learning Dewaele, Petrides, and Furnham FLA Among Adult Multilinguals French class anxiety, French use anxiety, English class anxiety, and Audience sensitivity. General Anxiety was found to have little effect on the dependent variables in the second language (multiple-choice test, free vocabulary recall test in a highand low-pressure condition). However, FLA did have a significant negative effect on the recall of French second language words. Negative correlations were observed between written proficiency scores and French class anxiety and French use anxiety. Similar results emerged for the oral proficiency measures, which were negatively correlated with French class anxiety as well as French use anxiety The authors concluded that FLA is the direct cause of "performance deficits".

The foregoing results confirmed earlier findings by Horwitz and Gardner, Moorcroft, and MacIntyre on the orthogonal nature of language anxiety and trait anxiety. Similar results emerged from MacIntyre and Gardner's study into the factor structure underlying 23 scales, assessing both language anxiety and other forms of anxiety. French second language tasks were judged to be more anxiety-provoking than their English first language equivalents by students who had had an average of 8 years of teaching in French as an second language.

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[30] Dornyei, Z. "The psychology of the language learner: Individual differences in second language acquisition." *Lawrence Erlbaum Associates*. 2005

Subjects with higher levels of language anxiety in the second language (but not the first laguage) obtained significantly lower scores on a Digit Span test (a measure of short-term memory) and on a Thing Category test (vocabulary production). The authors suggested that impaired performance among more anxious students could be related to short-term memory loss and problems in long-term memory retrieval, both attributable to anxiety.

Literature on FLA and concluded that a moderate negative relationship exists between language anxiety and various measures of language achievement. Further studies have confirmed this trend (Abu-Rabia, 2004;[31] Dewaele, 2007;[32] Frantzen & Magnan, 2005;[33] Matsuda & Gobel, 2004;[34] Onwuegbuzie, Bailey, & Daley, 2002[35]). Interestingly, FLA does not disappear among more advanced learners. More experienced learners also seem to suffer more from FLA.[36] However, an extended overseas experience in the target language (TL) country seems to increase self-confidence in it and, as a result, decrease foreign language classroom anxiety (Matsuda & Gobel).

Foreign language anxiety has been found to be related to a number of sociobiographical and affective factors. Onwuegbuzie identified eight variables that collectively accounted for 40% of FLA variance (i.e., age, academic achievement, prior history of visiting foreign countries, prior high school, experience with foreign languages, expected overall average for current perceived scholastic competence, and perceived self-worth).[37] A further study

[31] Abu-Rabia, S. "The relationship between foreign language anxiety and language achievement." *Educational Studies*. 2004

[32] Dewaele, J.-M. "The interaction between social context and foreign language anxiety." *Language Teaching Research*. 2007

[33] Frantzen, D., & Magnan, S. S. "The relationship between anxiety and achievement in foreign language learning." *Modern Language Journal*. 2005

[34] Matsuda, A., & Gobel, P. "Anxiety and the foreign language classroom: A study of Japanese learners." *Language Learning*. 2004

[35] Onwuegbuzie, A. J., Bailey, P., & Daley, C. E. "Foreign language anxiety and graduate students' academic performance." *International Journal of Educational Research*. 2022

[36] Bailey, K. M., Onwuegbuzie, A. J., & Daley, C. E. "Foreign language anxiety and learning." *Language Learning*. 2000

[37] Onwuegbuzie, A. J. "Academic anxiety and foreign language anxiety." *Language Learning*. 2000

by Bailey et al[38] identified the same independent variables as being linked to higher levels of FLA, with the addition of perceived intellectual ability and perceived job competence.

Reciprocal paths exist between language anxiety and motivation. High levels of motivation inhibit anxiety and high levels of anxiety depress motivation. Dewaele[39] found that Flemish students' attitudes toward certain foreign languages were linked to FLA in these languages. Participants who reported low levels of FLA when speaking French second language were found to have significantly more positive attitudes toward French than those who reported moderate or high levels of FLA. However, no such pattern emerged for English as a third language. Given the correlational nature of the design, it was impossible to determine whether attitudes or FLA were the cause or effect.

Foreign language anxiety has also been linked to personality characteristics such as perfectionism. Gregersen and Horwitz[40] audio-recorded comments of anxious and nonanxious language learners as they watched themselves interact in a videotaped oral interview. The anxious learners were found to set higher personal performance standards, tended to procrastinate, were more fearful of evaluation, and were more concerned about errors. In other words, the more anxious participants tended to be more perfectionist.

Dewaele[41] looked at the effect of personality traits on FLA in the French second language and English third language speech production of Flemish students and found that FLA was affected by both individual and contextual effects. The perception of French as the former prestige language in Flanders and its function as a social marker were found to be linked to participants' social class, which, in turn, was negatively linked to levels of FLA in French, but not in English. This social effect appeared to be a stronger predictor of

[38] Bailey, K. M., et al. "The relationship between language anxiety and perceived competence." *Language Learning*. 2000

[39] Dewaele, J.-M. "The relationship between language anxiety and attitudes towards language." *Language Learning*. 2005

[40] Gregersen, T., & Horwitz, E. K. "Language learning and perfectionism: Anxious and non-anxious language learners." *The Modern Language Journal*. 2002

[41] Dewaele, J.-M. "Personality and foreign language anxiety." *Language Learning*. 2002

FLA in French than the three Eysenckian personality dimensions (extraversion, neuroticism, and psychoticism). However, these four independent variables together explained only 9% of the total variation in FLA. In the same study, psychoticism, extraversion, and, to a lesser extent, neuroticism significantly predicted levels of FLA in English thirdlanguage production, explaining 20% of the variance. Students who scored high on extraversion and psychoticism reported significantly lower levels of FLA in English. Those who scored low on neuroticism had overall lower levels of FLA in English. It was argued that the higher FLA of introverts follows logically from the observation that they tend to be reserved, quiet, and unassertive, in contrast to the more outgoing and talkative extraverts. The extraverts' more optimistic side might limit their fear. Extraverts were also found to possess higher levels of self-perceived competence in English third language.

The study further showed that generalized trait anxiety (as measured by the Neuroticism scale) and FLA are moderately positively correlated, despite them having been considered as orthogonal dimensions by MacIntyre and Gardner. Speakers who scored higher on the Neuroticism scale also reported higher levels of FLA in English. This result was in contrast to the findings of MacIntyre and Charos, who reported no link between neuroticism/emotional stability and FLA.

Foreign language anxiety might be linked to sociobiographical and affective factors, but situational factors can also affect levels of FLA. Dewaele[42] found that the situation in which the interaction was taking place affected FLA levels of adult multilinguals in all languages. Private speech with friends was felt to be significantly less anxiety-provoking than interaction with strangers. Public speech appeared to be the most anxiety-provoking activity, especially in a foreign language. FLA levels were highly correlated across the various languages. Although values varied in intensity, the rank order remained

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[42] Dewaele, J.-M. "The effect of context on foreign language anxiety." *Language Learning*. 2007

very similar across languages, supporting the position that FLA is a stable personality trait.

Foreign language anxiety also seems to be highly contagious; in other words, a speaker might react to and reflect the interlocutor's FLA.[43] If both interlocutors are anxious, this will significantly affect the second language output; however, if one interlocutor is sufficiently confident, "h/she might 'pull along' the more anxious speaker and therefore the impact of anxiety may not reach statistical significance". Although levels of FLA can fluctuate in the space of a few minutes, they can also fluctuate over longer periods if the individual is involved in intensive language learning and gains self-confidence and self-perceived competence. One study that considered variation in FLA over a nearly 2-year period is van Daele's[44] analysis on the effects of FLA on the French second language and English third language of Flemish students (Dutch first language). FLA was found to correlate negatively with lexical richness in English and French and positively with grammatical accuracy in English at the start of the study. FLA was not significantly linked to lexical and grammatical accuracy in French. Interestingly, the effects were strongest for English L3, the language for which participants reported lower levels of FLA than French second language. The effects of FLA faded and disappeared completely at the last data collection point (van Daele).

Several researchers suggested that skill in one's native language (e.g., reading, vocabulary, and group achievement) might affect anxiety levels in the 917 Language Learning. Students with overt or subtle native language difficulties in reading, writing, listening, and speaking are likely to experience similar difficulties in learning a foreign language.[45] Contrary to MacIntyre and Gardner, these researchers argued that FLA does not play a causal role in individual differences in foreign language learning but is merely the

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[43] Dornyei, Z., & Kormos, J. "The interaction of anxiety and motivation in language learning." *Language Learning*. 2000

[44] van Daele, S. "Longitudinal study of foreign language anxiety in Flemish students." *International Journal of Applied Linguistics*. 2007

[45] Horwitz, E. K. "Attention to affect in language learning." In *Learning and Teaching in the Language Classroom* (pp. 143-162). Oxford University Press. 2000

consequence of differences in native language skill. The cultural background of learners has also been found to determine levels of FLA. English language learners from Confucian Heritage Cultures (China, Korea, and Japan) typically suffer more from FLA than other ethnic groups.[46]

In sum, it appears that FLA are highly complex constellations of nteracting variables, which supports MacIntyre's assertion that FLA is simultaneously influencing and being influenced by other variables: "Aptitude can influence anxiety, anxiety can influence performance, and performance can influence anxiety". Levels of FLA fluctuate both in the very short term (minutes) and in the long term (years) and seem to be associated with various situational, social, biographical, cultural, and psychological variables. MacIntyre[47]`pointed out that these fluctuations in FLA are lost when it is defined only at the level of a personality trait. Some of the contradictory findings in the FLA literature might therefore be linked to the researcher's decision to define a concept at a certain level of abstraction (e.g., state, situation-specific, or trait level).

Sparks and Ganschhow point out that anxiety can lead to or cause poor language learning. If students are unable to study before a language exam, they may experience test anxiety. Situational anxiety can be seen as a result.[48] In contrast, anxiety causes poor language learning, resulting in students not being able to properly learn the target language.[49]

There is also a psychological component to foreign language anxiety. Language learning is a "deeply troubling psychological endeavor" because it threatens an individual's self-understanding and perspective.[50] It arises from

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[46] Woodrow, L. "Anxiety and speaking English as a second language." *Regional Language Centre Journal*, 37(3), 308-328. 2006

[47] MacIntyre, P. D. "Language anxiety: A review of the literature and future directions." *Language Teaching*. 2007

[48] Huang, Jinyan (2012). Overcoming Foreign Language Classroom Anxiety. New York: *Nova Science Publishers*. pp. 11–12.

[49] Horwitz, E. K. (2001) 'Language Anxiety and Achievement', Annual Review of Applied Linguistics, Vol. 21, 112-126

[50] *Ibid,*

self-awareness of one's own linguistic abilities.[51] Her fear of foreign languages is rooted in three psychological challenges:

a)   Performances Difficults

Performance difficulties are a significant barrier for many language learners. These difficulties often arise when individuals are placed in situations where they must use the foreign language spontaneously, such as speaking in class or during conversations. This pressure can lead to anxiety, as learners fear making mistakes or being misunderstood. Research shows that anxiety can negatively impact cognitive processes involved in language production, such as recall and fluency, which in turn makes speaking even more challenging.

The fear of negative evaluation plays a crucial role in this context. Learners often worry about how others perceive their language abilities, leading to self-doubt and increased anxiety. This fear can result in avoidance behaviors, where students refrain from participating in discussions or activities that require speaking the language, further perpetuating their difficulties. In effect, the more they avoid these situations, the less practice they gain, reinforcing their anxiety.[52]

Moreover, performance difficulties can manifest not only in speaking but also in writing and comprehension tasks. For instance, students may feel overwhelmed by the complexity of grammar and vocabulary, leading to a paralyzing fear of producing incorrect sentences. This fear can inhibit their willingness to engage with the language outside of a controlled classroom environment, stunting their overall language development.

Additionally, the impact of performance anxiety can vary depending on individual differences, such as personality traits and prior experiences with language learning. Some learners may be more prone to anxiety due to their perfectionistic tendencies or lack of confidence. Understanding these

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[51] Shad alofi and Sean Russel, "The Influence of Foreign Language Classroom Anxiety on Academic Performance in English-based CS1 Courses" The United Kingdom and Ireland Computing Education Research (UKICER) Conference, Dublin, Ireland, September 2022

[52] Dörnyei, Z. (2005). The Psychology of the Language Learner: Individual Differences in Second Language Acquisition. Published: Taylor & Francis.

individual differences is essential for educators to tailor their approaches to mitigate these performance-related fears.

In summary, performance difficulties are a significant factor contributing to the fear of foreign languages. The combination of anxiety, fear of negative evaluation, and avoidance behaviors creates a cycle that hinders learners from developing their skills. Addressing these challenges through supportive teaching practices can help learners overcome their fears and improve their performance.

b)   Thereats to One's Own Image

The fear of foreign languages is deeply intertwined with concerns about one's own image. Language learners often grapple with how they are perceived by their peers and instructors when they use a foreign language. This concern can lead to feelings of vulnerability, as learners fear being judged or ridiculed for their language skills. Such fears can be particularly pronounced in environments where proficiency is highly valued, causing individuals to feel inadequate if they cannot meet those expectations .

When learners experience anxiety about their image, it can inhibit their willingness to participate actively in language learning activities. This hesitation often stems from a desire to avoid potential embarrassment. As a result, students may opt for silence instead of engaging in conversations, thus missing valuable opportunities for practice and growth. The longer they remain silent, the more their anxiety about speaking can escalate, creating a self-perpetuating cycle of fear and avoidance

Additionally, the social dynamics within the classroom can exacerbate these feelings. In group settings, learners may compare themselves to their peers, leading to further anxiety about their relative language abilities. Observing others speak confidently can heighten feelings of inadequacy, making learners reluctant to share their thoughts or contribute to discussions. This social comparison can reinforce negative self-perceptions and increase the likelihood of withdrawal from participation.

The impact of cultural factors also plays a role in how threats to one's image manifest. In some cultures, there is a strong emphasis on collectivism and social harmony, which can intensify the fear of standing out or making mistakes in a foreign language. Learners from such backgrounds may feel particularly pressured to conform to social norms, further complicating their language learning experience.[53]

In conclusion, threats to one's own image significantly contribute to the fear of foreign languages. The interplay between anxiety about social evaluation and self-perception creates a challenging environment for learners. To mitigate these fears, educators can foster a supportive atmosphere that emphasizes personal growth over competition, allowing learners to engage more freely with the language.

c) Identity Conflicts

Identity conflicts represent another critical psychological challenge faced by language learners. When individuals learn a foreign language, they often confront the complexities of integrating a new cultural identity with their existing self-concept. This process can lead to feelings of dissonance, as learners may struggle to reconcile their native cultural norms with those associated with the new language. Such conflicts can provoke anxiety, as learners navigate the expectations and behaviors that accompany their language learning journey.

As learners engage with a foreign language, they may feel that they are being forced to adopt a persona that does not align with their authentic selves. This feeling can be particularly acute in contexts where language proficiency is tied to cultural representation. For example, learners might worry that their accents, speech patterns, or cultural references will not be well received, leading to a sense of alienation. This disconnection can create a barrier to meaningful engagement with the language and the culture it represents.

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[53] Norton, B. (2000). Identity and Language Learning: Gender, Ethnicity and Educational Change. Published: Longman.

Moreover, identity conflicts can manifest in varying degrees depending on personal backgrounds and experiences. For instance, individuals who have experienced migration or cultural displacement may find the process of adopting a new language fraught with emotional complexities. They may feel torn between loyalty to their native culture and the desire to integrate into a new linguistic community, resulting in heightened anxiety and ambivalence.

The implications of these identity conflicts extend beyond individual learners. They can influence classroom dynamics and the overall learning environment. When learners feel that their identities are not respected or valued, it can lead to disengagement and resistance to participating in language activities. Therefore, educators must recognize and address these conflicts to create an inclusive environment that respects diverse identities.[54]

Identity conflicts are a significant source of anxiety for language learners. The struggle to reconcile multiple identities can hinder motivation and engagement in language learning. By fostering a supportive environment that values individual identities, educators can help learners navigate these conflicts and develop a more positive relationship with the foreign language.

These psychological states therefore have aspects of task performance and identity. Although people tend to act and speak in ways that are considered appropriate by others native to foreign cultures, the behaviors that individuals produce are related to deeply ingrained values and behaviors. Emotions arising from psychological challenges are associated with attempting to code-switch during interactive encounters.[55]

Effect of foreign language anxiety:

These psychological states therefore have aspects of task performance and identity. Although people tend to act and speak in ways that are considered appropriate by others native to foreign cultures, the behaviors that individuals

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[54] Pavlenko, A. (2003). "Language and Emotion." In *Language in Emotion: Theoretical and Practical Perspectives*.

[55] Molinsky, Andrew (1 January 2007). "Cross-Cultural Code-Switching: The Psychological Challenges of Adapting Behavior in Foreign Cultural Interactions". *The Academy of Management Review*. 32 (2): 622–640

produce are related to deeply ingrained values and behaviors. Emotions arising from psychological challenges are associated with attempting to code-switch during interactive encounters.[56]

Anxious learners have a negative impact on their performance, emotional reactions, and general attitude when learning the target second language during spontaneous speaking activities.[57] Additionally, they lack self-confidence, are less able to self-edit or recognize errors in their speech, and are more likely to use avoidance strategies such as skipping class.[58] Anxious students also tend to forget previously learned material, volunteer less, and be more passive in class activities than their non-anxious classmates.[59]

The impact of foreign language anxiety is not limited to second language education. High levels of foreign language anxiety may be associated with communication anxiety, resulting in a person becoming quieter and less willing to communicate.[60] People who are passive in this type of communication are less reliable, less competent, less socially and physically attractive, more nervous, and more restless than their reserved counterparts, may also be perceived as having less control.

Cross Culteral Code Switching:

The influence of these negative emotions causes a cross-cultural code-switching, where bilingual people change one language to the other in order to feel more confident in their speaking style when interacting with other bilinguals possibly.[61] In contrast to linguistic codeswitching, intercultural codeswitching is a sociolinguistic phenomenon that changes culturally entrenched behavior in a

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[56] *Ibid,*

[57] Misraniah Idrus, "Speaking Anxiety Experienced By Indonesian Students in an International University" Journal of Languange Literature, And Linguistics, 2021

[58] Gregerson, T. (2003). "To err is human: A reminder to teachers of language-anxious students". *Foreign Language Annals*. 36 (1): 25–32.

[59] Misraniah Idrus, "Speaking Anxiety Experienced By Indonesian Students in an International University" Journal of Languange Literature, And Linguistics, 2021

[60] Liu, M.; Jackson, J. (2008). "An exploration of Chinese EFL learners' Unwillingness to Communicate and Foreign Language Anxiety". *The Modern Language Journal*. 92 (i): 71–86

[61] Molinsky, Andrew (2007). "Cross-Cultural Code-Switching: The Psychological Challenges of Adapting Behavior in Foreign Cultural Interactions". *The Academy of Management Review*. 32 (2): 622–640.

foreign context.[62] Cross-cultural code-switching can occur due to both positive and negative emotions, but negative emotions are more common and more likely to influence the way a bilingual person speaks. Negative emotions include shame, performance anxiety, guilt, hopelessness, and general anxiety. [63] Molinsky identifies three psychological states that are under the influence of emotion in code-switching. These are: ``Experiencing performance difficulties, facing threats, and changing identity. Conflict – all of which mediate the relationship between personal and contextual variables and the negative and positive emotions experienced by individuals when code-switching".[64]

There are three types of cross-cultural code-switching:[65]

• situational code-switching

• conversational code-switching

• borrowing

This code-switching can be considered an unconscious behavior since it is a negative and mostly threatening situation. In this sense, code-switching arises from a fear of foreign language change, but it is more often caused by external circumstances than by internal psychological causes.[66]

In the 1990s, the challenge was a clear categorization of grammatical or sociolinguistic constraints on code-switching caused by foreign language anxiety and to determine how bilinguals produce different code-mixed patterns. Previously, most researches focused more upon syntactic aspects on code-switching; in other words, psychological elements were completely ignored.[67]

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[62] Molinsky, Andrew (1 January 2007). "Cross-Cultural Code-Switching: The Psychological Challenges of Adapting Behavior in Foreign Cultural Interactions". *The Academy of Management Review*. 32 (2): 622–640

[63] Molinsky, Andrew (2007). "Cross-Cultural Code-Switching: The Psychological Challenges of Adapting Behavior in Foreign Cultural Interactions". *The Academy of Management Review*. 32 (2): 622–640.

[64] Shambi, Juliet Shali (29 September 2011). Diplom.de - Cross-cultural Code Switching and Application (in German)

[65] Bertaria Sohnata Hutauruk, "Code Switching In Bilingual Classes: A Case Study Ofthree Lecturers At Bunda Mulia University", Jetafl: Journal Of English Teaching As A Foreign Language, June 2016

[66]*Ibid,*

[67] *Ibid,*

b. Sociobiography

Sociobiography, as a concept in language learning, refers to the study of how an individual's social, cultural, and life experiences influence their language learning process. This concept emphasizes the importance of understanding language learners not just as individuals acquiring a linguistic system, but also as social beings with unique histories and contexts.[68]

In the context of foreign language learning, sociobiographical factors such as age, gender, educational background, socioeconomic status, and multilingual experience can have a significant impact on the learning process and the level of anxiety experienced by learners.[69] Understanding these factors is important for developing more effective and personalized learning strategies in foreign language teaching.

Dewaele and MacIntyre argue that sociobiographical factors not only influence anxiety in language learning but can also impact the level of enjoyment experienced by learners. [70] They found that students with multilingual backgrounds and richer cross-cultural experiences tend to experience higher levels of enjoyment and lower levels of anxiety in language learning.

A longitudinal study conducted by Pawlak et al, shows that sociobiographical factors can interact in complex ways with other variables such as motivation, learning strategies, and opportunities to use the target language. They emphasize the importance of a holistic approach in understanding the influence of sociobiography on language learning.[71]

A deeper understanding of sociobiographical factors can also aid in designing more targeted interventions to reduce language learning anxiety. Gregersen and

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[68] Zoltan Dornyei dan Stephen Ryan. "*The Psychology of the Language Learner Revisited*". Newyork: Routledge. 2015

[69] Dewaele, J. M. Online questionnaires. In A. Phakiti, P. De Costa, L. Plonsky, & S. Starfield (Eds.), The Palgrave Handbook of Applied Linguistics Research Methodology (pp. 269-286). 2018.

[70] Dewaele, J. M., & MacIntyre, P. D. The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. Studies in Second Language Learning and Teaching, 4(2), 237-274. 2014

[71] Pawlak, Mirosław, et al. "Investigating factors responsible for boredom in English classes: The case of advanced learners." *System* 91 (2020): 102259.

MacIntyre[72] proposed an approach tailored to the sociobiographical profiles of learners, taking into account their cultural backgrounds, previous language experiences, and social contexts.

Some of social factors:[73]

1) Age

Robert J. Havighurst (Educational Psychologist) divides human development into age stages based on developmental tasks that must be achieved:[74]

- Infancy and early childhood: 0-6 years

  At this age 0-6 years, children are in the process of forming concepts and learning language to describe real physical and social situations.

- Middle childhood: 6-13 years

  At the next stage, children begin to establish relationships with older individuals, develop healthy behaviors to be socially accepted, recognize gender roles in a more complex manner (masculine-feminine), build an organized concept of daily life, develop awareness, morality, and a set of values as well as social systems, achieve personal independence, and cultivate attitudes and behaviors that align with the value system embraced by their social environment.

- Teenager: 13-18 years

  At this stage, humans learn to build mature relationships with peers of various genders, study and embrace one of the gender roles, achieve emotional independence separate from their parents and other adults, prepare for marriage and family life, choose a set of values and systems that guide their behavior, and adopt behaviors that have social responsibility values.

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[72] Dewaele, J. M., & MacIntyre, P. D. The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. Studies in Second Language Learning and Teaching, (2014) 4(2), 237-274.

[73] Elias Bensalem. "Foreign Language Anxiety of EFL Students: Examining the Effect of Self-Efficacy, Self-Perceived Proficiency and Sociobiographical Variables". Arab World English Journal (AWEJ) Volume 9. Number 2. June 2018

[74] Robert J. Havighurst, (1953). Human development and education. *Longnans, Green & Co*.

- Early adulthood: 19-30 years

    At this age, individuals begin to transition from adolescence to adulthood, experiencing emotional changes, the development of interpersonal relationships, and better emotional management.

- Middle adulthood: 30-60 years

    At the age of 30-60, a person's emotional development is often more stable compared to early adulthood, yet still filled with significant changes influenced by social roles, personal achievements, and physical changes.

- Late adulthood: 60 years and above

2) Gender

The term gender is often distinguished from the term sex. The distinction between the two terms was first introduced by Oakley, a British sociologist.[75]. Gender can be understood as a social sex, which is a societal construct to determine social roles based on sex.[76] In general, the term gender refers to the differences in characteristics between men and women that are shaped through social and cultural constructs, which include their traits, status, position, and roles in society.

Next, gender is the perspective or perception of humans towards women or men that is not based on the differences in biological sex. Gender in all aspects of human life creates differences between women and men, including the social creation of women's lower status compared to men. For example, women are known to be gentle, beautiful, emotional, or maternal. Meanwhile, men are considered strong, rational, masculine, and powerful. The characteristics themselves are interchangeable traits. This means that there are men who are

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[75] Oakley, A. (Ed.). (2005). *The Ann Oakley reader: Gender, women and social science*. Policy Press.

[76] Rehman, A., Muhammad, F., Mukhtar, L., & Batool, K. (2024). Perceived Gender Stereotype And Quality Of Marriage In Married Women: Mediating Role Of Self-Silencing. *International Research Journal Of Social Sciences And Humanities*, *3*(1), 567-580.

emotional, gentle, and nurturing, while there are also women who are strong, rational, and powerful.[77]

Gender is a cultural concept that serves to distinguish roles, behaviors, mentalities, and emotional characteristics between men and women in a society. In this context, gender is not just a biological difference, but also refers to the portrayal of traits, attitudes, and behaviors that are expected and accepted by society for each gender. Gender differences in social aspects and emotional functions are often more significant than differences in cognitive abilities.[78] Research shows that women tend to maintain social relationships more, are more cooperative, open, and better at hiding their emotions compared to men.[79] Additionally, women are also more likely to exhibit empathy and concern for others. Conversely, men are often associated with competitive, dominant, and assertive traits. In terms of interpersonal relationships, women more frequently form close friendships with one another, while men usually focus more on interactions based on competition or power.[80] These studies show that social constructions of gender greatly influence how individuals behave, interact, and fulfill roles in society.

3) Multilingualism

Language in general can be understood as a verbal communication tool that is unique to humans. According to Chaer and Agustina, "Language is a system, meaning that language is formed by a number of components that have a fixed pattern and can be standardized." The main function of language is as a communication tool or interaction tool that is unique to humans.[81]

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[77] Rosdlalina Bukido. (2016). Dikotomi Gender (sebuah Tinjauan Sosiologis). *Jurnal Ilmiah Al-Syir'ah*, *4*(2).

[78] Keenan, K., & Shaw, D. (1997). Developmental and social influences on young girls' early problem behavior. *Psychological bulletin*, *121*(1), 95.

[79] Brody, L. R., & Hall, J. A. (2010). Gender, emotion, and socialization. *Handbook of Gender Research in Psychology: Volume 1: Gender Research in General and Experimental Psychology*, 429-454.

[80] Rudman, L. A., & Goodwin, S. A. (2004). Gender differences in automatic in-group bias: Why do women like women more than men like men?. *Journal of personality and social psychology*, *87*(4), 494.

[81] Chaer, Abdul dan Leonie Agustina. 2010. Sosiolinguistik Perkenalan Awal. Jakarta: Rineka Cipta.

Chaer and Agustina state, "Bilingualism is the use of two languages by a speaker in their interactions with others alternately". Bilingualism involves two active language systems in the brain, and the process of switching between languages or choosing the appropriate language in certain situations requires intense cognitive control. This can improve self-regulation skills and enhance problem-solving abilities.[82] Additionally, Bialystok also showed that bilingualism can enhance a person's ability to multitask and reduce the risk of cognitive decline in old age.[83] In the context of bilingualism, Vygotsky explains that bilingualism is the result of deep social interaction between the individual and their environment. Learning a second language is influenced not only by internal factors but also by external factors, such as interaction with native speakers or the social environment.[84]

According to Chaer and Agustina, "Multilingualism is the condition of using more than two languages by a person in their interactions with others alternately"..[85] Berta Cenoz, an expert in the field of language education and multilingualism, proposed the concept of multilingual competence, which describes an individual's ability to use more than two languages. In her view, multilingualism is not just the use of more than two languages, but involves a complex interaction between the different language systems possessed by the individual. Cenoz emphasizes that languages are not learned one by one in isolation, but that there is a process of interaction and transfer between languages that occurs in everyday use.[86] Research on the complexity of multilingualism shows that mastering more than two languages creates highly dynamic interaction patterns in the brain and a person's language abilities. Therefore, learning and using more than two languages involves a more complex understanding of how

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[82] *Ibid,.*

[83] Bialystok, E. (2001). "Bilingualism in Development: Language, Literacy, and Cognition." Cambridge University Press.

[84] Vygotsky, L. S. (1978). "Mind in Society: The Development of Higher Psychological Processes." Harvard University Press.

[85] Chaer, Abdul dan Leonie Agustina. 2010. Sosiolinguistik Perkenalan Awal. Jakarta: Rineka Cipta.

[86] Cenoz, B. (2009). *Towards Multilingual Education: Basque Educational Research from an International Perspective*. Multilingual Matters.

language functions in various contexts.[87]

C. *Theoritical Framework*
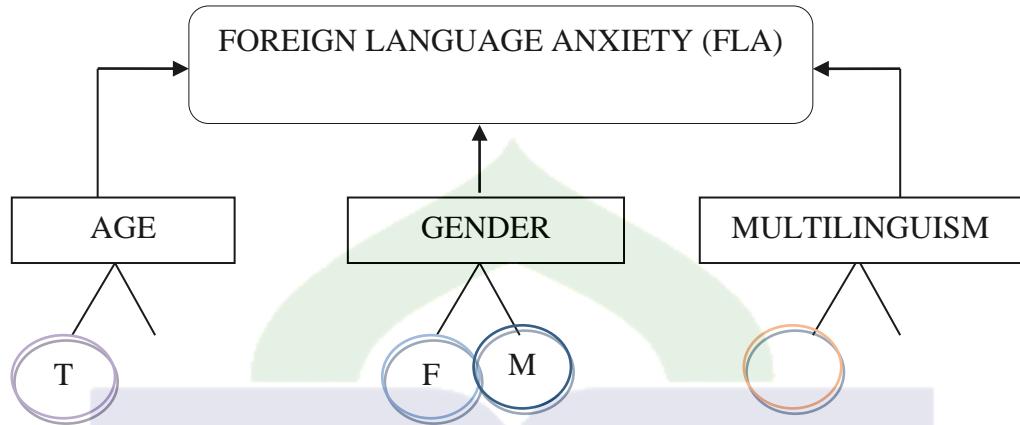
Socio-biography refers to the study of an individual's life and experiences in relation to social, cultural, and historical contexs. It examines how social factors, such as family background, education, gender, and social enviroment influence a person's life trajectory and shape their identity, behavior, and opportunities. Some social factors that will analyze in this study, namely age, gender, and multiliguism.

The theories about sociobiography variable such as age, gender, and multiple language can influence the level of anxiety in language learning. They support the assumption that social and individual aspects of a language learner can play a role in determining the extent to which they experience anxiety in learning a foreign language. Taking these factors into account, this study aims to identify the effect of between each sociobiography group of EFL learners towards their level of anxiety in language learning.

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[87] Thomas, L. (2003). *Complexity and Multilingualism: Understanding the Dynamics of Multilingualism*. International Journal of Bilingualism, 7(4), 431-448.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the researcher employed a quantitative method to systematically, accurately, and factually describe social phenomena. The quantitative method allows the researcher to collect numerical data that can be statistically analyzed, thus providing a clear picture of the relationships between variables. With a focus on gathering objective and measurable data, this approach aims to produce findings that can be generalized and contribute to a broader understanding of the issues being investigated. According to Creswell, the quantitative approach is very effective in research that requires the analysis of relationships between measurable variables.[88]

The comparative research design is used in this study to analyze the influence of socio-biographical variables (age, gender, and multilingualism) on language learning anxiety among learners of English as a Foreign Language (EFL). This comparative research design allows the researcher to compare different groups of participants based on their socio-biographical characteristics. The researchers used analysis of independent sample t-test to test the existing hypotheses, such as whether there are significant differences in language learning anxiety levels based on the participants' age, gender, or level of multilingualism.

B. Location and Time

This research conducted in Parepare, Sulawesi Selatan, Indonesia and conducted on 2 months.

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[88] Creswell, J. W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications. 2014

C. Population and Sample

1) Population

In this study, the population is English Foreign Language Learners who are studying English as a foreign language in schools, universities, or english course.

2) Sample

Samples were randomly taken from the relevant population and divided into groups based on the following characteristics:

- Age group: teenagers (13-18 years old) and adults (19-59 years old)
- Gender group: female and male
- Language group: bilingual and multilingual

D. Research Instrument

In this study, the data measurement technique used is the Likert scale through a closed questionnaire. This questionnaire is designed to collect information about the respondents' profiles, where the answers have been provided by the researcher. The use of a five-point Likert scale allows respondents to express their level of agreement or disagreement with the statements presented, thereby providing data that is more measurable and can be statistically analyzed. The answer alternatives used are 5 alternative answers. The scoring for each answer to each question is as follows:

Table 3.1 FLACS Scoring

Positive Question		Negative Question*	
Alternative Answer	Score	Alternative Answer	Score
Storgly Agree (SA)	5	Strogly Agree (SA)	1
Agree (A)	4	Agree (A)	2
Not Sure (N)	3	Not Sure (N)	3
Disagree (D)	2	Disagree (D)	4

Strongly Disagree (SD)	1	Strongly Disagree (SD)	5

The Likert scale has proven effective in measuring individuals' attitudes and perceptions in the educational context, particularly in identifying language learning anxiety.

The main instrument used in this research phase is the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz, and Cope in 1986. FLCAS is a questionnaire consisting of 33 questions that uses a five-point Likert scale. This instrument is specifically designed to measure the anxiety experienced by students in the context of foreign language learning. The FLCAS explores three main dimensions of anxiety: communication apprehension faced by students, test anxiety, and fear of negative evaluation from others, with a primary focus on the experience of speaking in class. This makes it a highly relevant tool for research focused on language learning anxiety.

The FLCAS has been translated and used in various languages, making it a popular instrument among researchers worldwide. The use of FLCAS in this research not only provides accurate data on students' anxiety levels but also allows for comparisons of results across various educational contexts. Previous studies have shown that FLCAS has high validity and reliability, which supports its use in research on language anxiety).[89] By using FLCAS, the researcher hopes to gain deeper insights into the factors that influence language learning anxiety among EFL students.

E. Procedures of Collecting Data

To collect the necessary data, firstly, researcher visited the research location then met the English learners to explain the purpose of the research or via online if the researcher can't reach the location. Secondly, researcher explained how to answer the questions in the questionnaire. Thirdly, researcher observed the

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[89] Tsiplakides, I., & Dourakis, I. *The effect of foreign language anxiety on students' performance*. *Proceedings of the International Conference on Education and Educational Psychology (ICEEPSY)*. 2009

teacher/instructors in answering and provided help for the teacher/instructors who found difficulties. Finally, after finishing answering, researcher collected the questionnaires from the teacher/instructors.

F. Data Analysis Technique

The entire data analysis process will be conducted using the Statistical Package for Social Sciences software. (SPSS). The selection of this software is based on its ability to perform complex statistical analyses with high accuracy.

Data analysis is conducted by following strict statistical procedures, including three main testing stages, namely:

1. Frequency Test

   The frequency test in this study is used to analyze and calculate the distribution of anxiety levels among EFL learners based on their characteristic of sociobiography (age, gender, multilingualism)

2. Statistic Test (Mean, Median, Modus)

   Statistical tests in this study are used as a measure of central tendency to analyze the anxiety levels of language learners. Mean is used to calculate the average anxiety level in each groups, allowing for a general comparison of the differences in anxiety levels between the groups. Median serves to determine the middle value of the anxiety levels after the data is sorted, which helps in understanding the data distribution without being affected by extreme values.

3. Independent Sample T-Test

   After do the prerequisites of normality and homogeneity, an independent sample t-test is conducted to analyze the significant differences in English learning anxiety between groups and to test the research hypothesis based on sociobiographical variables with the following testing criteria:

   A significance value < 0.05 indicates a significant difference.

   A significance value > 0.05 indicates no significant difference.

FINDINGS AND DISCUSSION

A. Findings

1. Age

The frequency test in this study is used to analyze and calculate the distribution of anxiety levels among EFL learners based on age groups, which are divided into teenage and adult age groups. Here is the table showing the frequency distribution of anxiety levels among teenage EFL learners.

Table 4.1 Anxiety Level Frequency of Teenagers

No	Value	Anxiety Level	Frequency	Pecentage
1	111-165	High	9	45%
2	56-110	Normal	10	50%
3	33-55	Low	1	5%
Total			20	100%

Based on the research table regarding anxiety levels in adolescents, the data shows an interesting distribution among the 20 respondents studied. The level of anxiety is divided into three categories based on the scores: high (111-165), normal (56-110), and low (33-55). Each category has a different range of values that reflect the intensity of anxiety experienced by teenagers.

From the research results, it was found that half of the total respondents, namely 10 teenagers (50%), experienced a normal level of anxiety with scores between 56-110. Meanwhile, the number of teenagers experiencing high anxiety is also quite significant, namely 9 people or 45% of the total respondents, with scores between 111-165. This data shows that the majority of adolescents in this study experience normal to high levels of anxiety.

What is interesting to note is that only one teenager (5%) was recorded to have low anxiety levels, with scores between 33-55. This distribution indicates a tendency towards higher levels of anxiety among the teenagers who are the subjects of the study. The total of 20 respondents provides a clear picture of the

prevalence of anxiety levels among teenagers, with a dominance in the normal and high categories reaching 95% of the total sample.

The table showing the frequency distribution of anxiety levels among adult EFL learners.

Table 4.2 Anxiety Level Frequency Test of Adults

No	Value	Anxiety Level	Frequency	Pecentage
1	111-165	High	2	10%
2	56-110	Normal	16	80%
3	33-55	Low	2	10%
Total			20	100%

Based on the data presented in the table, the research results show an interesting distribution of anxiety levels among the 20 adult respondents studied. The level of anxiety is categorized into three levels based on the value range: high (111-165), normal (56-110), and low (33-55). Each of these categories represents different levels of anxiety intensity experienced by adult respondents.

The most significant finding is the dominance of normal anxiety levels, where 16 respondents or 80% of the total sample fall into this category with scores between 56-110. This indicates that the majority of adult respondents have anxiety levels within the normal range. This distribution indicates a positive tendency in anxiety management among the adult population studied.

Meanwhile, there is a balanced distribution between high and low anxiety levels, with each category having 2 respondents or 10% of the total sample. Respondents with high anxiety levels scored between 111-165, while those with low anxiety levels scored between 33-55. This even distribution at both ends of the spectrum provides an interesting picture of the variation in anxiety levels within the adult population, although the majority remain within the normal category.

Statistical tests in this study are used as a measure of central tendency to analyze the anxiety levels of language learners. Mean is used to calculate the average anxiety level in both age groups, allowing for a general comparison of the differences in anxiety levels between the groups. Median serves to determine the

middle value of the anxiety levels after the data is sorted, which helps in understanding the data distribution without being affected by extreme values. Meanwhile, the mode is used to identify the value that appears most frequently in the anxiety level data of each group, providing an overview of the dominant patterns in the learners' anxiety levels. Here is a table showing the statistical data on anxiety levels in the age group.

Table 4.3 Descriptive Statistic of Age

	TEENAGERS	ADULTS
MEAN	103,05	88,05
MEDIAN	112,5	109,5
MODUS	113	117

Descriptive statistical data show an interesting difference in the distribution of anxiety scores between the adolescent and adult groups. Overall, the three measures of central tendency (mean, median, and mode) show different patterns for the two groups, providing a comprehensive picture of the anxiety level characteristics in each age group.

In the teenagers group, the average (mean) score of 103.05 indicates a relatively higher level of anxiety compared to the adult group, which has a mean of 88.05. The median value for teenagers is 112.5 and the mode is 113, which is higher than the mean, indicating that the data distribution tends to be skewed to the left (negative skewness), showing a tendency for higher values to cluster in the teenage group.

Meanwhile, in the adult group, a different pattern was found with a lower mean value (88.05), but with a relatively high median (109.5) and mode (117). The significant difference between the mean and mode in the adult group (around 29 points) indicates the presence of several extremely low values affecting the average, although the most frequently occurring values remain in the high range. This pattern indicates that although the overall anxiety level in adults is lower, there is still significant variability in the distribution of their values.

The comparative test in this study was conducted to analyze the presence or absence of differences between two groups for each variable of sociobiography

towards their language learning anxiety. Below is the analysis table that explains it.

The table below presents the results of an Independent Samples Test of Age, which examines whether there are statistically significant differences in anxiety levels between teenagers and adults.

Table 4.4 Independent Samples Test of Age

	Levene's Test for Equality of Variances		t-test for Equality of Means							
					Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
	F	Sig.	t	Df	One-Sided p	Two-Sided p			Lower	Upper
Equal variances assumed	,190	,665	2,576	38	,007	,014	15,00000	5,82280	3,21236	26,78764
Equal variances not assumed			2,576	37,639	,007	,014	15,00000	5,82280	3,20864	26,79136

The Levene's Test for Equality of Variances shows that the F-statistic is 0.190 with 1 and 38 degrees of freedom, and the significance is 0.665. This indicates that the assumption of equal variances between the two age groups is met.

The t-test results show that when equal variances are assumed, the t-statistic is 2.576 with 38 degrees of freedom, and the one-tailed significance is 0.007. The two-tailed significance is 0.014, which is less than the typical alpha level of 0.05.

Additionally, the 95% Confidence Interval of the Difference shows that the lower bound is 3.21236 and the upper bound is 26.78764. Since this interval does not include zero, it further confirms that there is a statistically significant difference in anxiety levels between teenagers and adults.

When equal variances are not assumed, the t-statistic is 2.576 with 37.639 degrees of freedom, and the one-tailed significance is 0.007. The two-tailed significance is 0.014, which is also less than 0.05. This indicates that the conclusion regarding the significant difference between age groups does not depend on the assumption of homogeneity of variances.

The 95% Confidence Interval of the Difference in this case shows a lower bound of 3.20864 and an upper bound of 26.79136, again indicating a significant difference in anxiety levels between the two age groups.

These results suggest that there is a meaningful and statistically significant difference in anxiety levels between teenagers and adults.

2. Gender

The frequency test in this section is conducted to analyze and calculate the distribution of anxiety levels among EFL learners based on gender groups, namely between females and males. Here is the table showing the frequency distribution of anxiety levels among female EFL learners.

Table 4.5 Anxiety Level Frequency Test of Female

No	Value	Anxiety Level	Frequency	Pecentage
1	111-165	High	11	55%
2	56-110	Normal	9	45%
3	33-55	Low	0	0%
Total			20	100%

Based on the data presented in the table, the research results show that out of a total of 20 EFL female students surveyed, the majority exhibited high levels of anxiety. As many as 11 respondents or 55% of the total sample fall into the high anxiety category with a score range of 111-165. These findings indicate that more than half of the EFL female students experience significant levels of anxiety in their learning process.

Meanwhile, 9 respondents or 45% of the total sample fall into the normal anxiety level category with a score range of 56-110. This proportion indicates that nearly half of the EFL female students can manage their anxiety levels within

normal limits. Interestingly, there were no respondents (0%) in the low anxiety level category (score range 33-55).

The distribution of this data shows a rather concerning pattern, where all female respondents fall into the normal to high category, with none reaching a low anxiety level. This could indicate the presence of specific factors in foreign language learning that may contribute to the high levels of anxiety among female EFL students. The table below show the frequency distribution of anxiety levels among male EFL learners.

Table 4.6 Anxiety Level Frequency Test of Male

No	Value	Anxiety Level	Frequency	Pecentage
1	111-165	High	2	10%
2	56-110	Normal	18	90%
3	33-55	Low	0	0%
Total			20	100%

The data displayed in the table shows the distribution of anxiety levels among male EFL (English as a Foreign Language) students from a total of 20 respondents studied. The level of anxiety is divided into three categories based on the score range, namely high (111-165), normal (56-110), and low (33-55). Each of these categories reflects different levels of anxiety intensity in the context of foreign language learning.

The most prominent finding of this study is the dominance of normal anxiety levels among male students. As many as 18 respondents or 90% of the total sample fall into the normal category with a score range of 56-110. This very high percentage indicates that the majority of male EFL students are able to manage their anxiety levels within reasonable limits during the foreign language learning process.

Meanwhile, there are only 2 respondents (10%) who experience high levels of anxiety with a score range of 111-165, and none of the respondents (0%) fall into the low anxiety category. This distribution shows an interesting pattern where, although the majority of male students have normal anxiety levels, there is still a

small portion who experience high anxiety in foreign language learning. The absence of respondents in the low anxiety category also indicates that foreign language learning still induces a certain level of anxiety in all male students in this study.

Statistical tests in this part is used as a measure of central tendency to analyze the anxiety levels of language learners. Mean is used to calculate the average anxiety level in both gender groups, allowing for a general comparison of the differences in anxiety levels between the groups. Median serves to determine the middle value of the anxiety levels after the data is sorted, which helps in understanding the data distribution without being affected by extreme values. Meanwhile, the mode is used to identify the value that appears most frequently in the anxiety level data of each group, providing an overview of the dominant patterns in the learners' anxiety levels. The table below show the statistical data on anxiety levels by gender group.

Table 4.7 Descriptive Statistic of Gender

	FEMALE	MALE
MEAN	112,7	90,8
MEDIAN	112,5	92,5
MODUS	113	94

Descriptive statistical analysis shows a significant difference in anxiety levels between female and male EFL students. This data is represented through three measures of central tendency: mean, median, and mode, which provide a comprehensive picture of the distribution of anxiety levels based on gender.

In the female group, the three measures show high consistency with close values: a mean of 112.7, a median of 112.5, and a mode of 113. The proximity of these values indicates a relatively symmetrical data distribution, and all are at the upper threshold of the normal to high category. This indicates that female students consistently experience relatively high levels of anxiety in foreign language learning.

Meanwhile, male students showed a different pattern with overall lower scores: mean 90.8, median 92.5, and mode 94. Interestingly, there is a gradual

increase from the mean to the mode, indicating a slightly left-skewed data distribution (negative skewness). Nevertheless, all values still fall within the normal category range, confirming that male students generally experience a more moderate level of anxiety in foreign language learning compared to female students.

The next table shows the results of the difference test between two independent sample groups, namely the difference in gender. In this test, there are two conditions being tested, namely assuming equal variances between the two groups (equal variances assumed) and unequal variances (equal variances not assumed).

Table 4.8 Independent Samples Test of Gender

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	Df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					One Sided p	Two-Sided p			Lower	Upper
Equal variances assumed	5,690	,022	5,308	38	<,001	<,001	21,90000	4,12547	13,54843	30,25157
Equal variances not assumed			5,308	24,666	<,001	<,001	21,90000	4,12547	13,39761	30,40239

In the row "Equal variances assumed," it shows that the t-statistic value is 5.308 with a degree of freedom (df) of 38. The significance (Sig.) values for both the one-tailed and two-tailed tests are less than 0.001, indicating a highly statistically significant difference. This means that there is a significant difference in the dependent variable (language learning anxiety) between male and female groups.

Furthermore, in the row "Equal variances not assumed," similar testing results also show a significant difference with a t-statistic value of 5.308 and significance less than 0.001 for both one-tailed and two-tailed tests. This indicates that the conclusion regarding the significant difference between gender groups does not depend on the assumption of homogeneity of variances.

Interpretation of the effect size and 95% confidence interval. The Mean Difference value of 21.90000 indicates the average score difference between the male and female groups. The 95% confidence interval ranges from 13.39761 to 30.40239, which does not include the value zero, reinforcing the conclusion that the difference is statistically significant.

3. Multilingualism

The frequency test in this study is used to analyze and calculate the distribution of anxiety levels among EFL learners based on the group of languages they master, which is divided into bilingual groups (2 languages) and multilingual groups (more than 2 languages). Here is the table showing the frequency distribution of anxiety levels among bilingual EFL learners.

Table 4.9 Anxiety Level Frequency Test of Bilingua

No	Value	Anxiety Level	Frequency	Pecentage
1	111-165	High	9	45%
2	56-110	Normal	11%	55%
3	33-55	Low	0	0%
Total			20	100%

From the total 20 respondents whose anxiety levels were tested, an interesting distribution was found among the three different levels of anxiety. The results show that 9 respondents (45%) experienced high levels of anxiety with scores ranging from 111-165 on the measurement scale. This number represents almost half of the total sample studied, indicating a significant proportion of participants experiencing high levels of anxiety.

Meanwhile, the majority of respondents are at a normal anxiety level, with 11 people or 55% of the total sample scoring between 56-110. This data shows that more than half of the participants have anxiety levels that are still within the normal range. What is interesting to note is the absence of respondents in the low anxiety category (score 33-55), indicated by a frequency of 0 or 0% of the total sample.

This distribution provides a clear picture of the anxiety patterns among bilingual respondents, where there is a greater tendency towards normal to high levels of anxiety. A total of 20 respondents with a cumulative percentage of 100% confirmed the validity of the data collection, with a clear division between two main categories: high anxiety (45%) and normal (55%), while the low anxiety category had no representation in this sample.

The table below show the frequency distribution of anxiety levels among multilingual EFL learners.

Table 4.10 Anxiety Level Frequency Test of Multilingua

No	Value	Anxiety Level	Frequency	Pecentage
1	111-165	High	0	0%
2	56-110	Normal	18	90%
3	33-55	Low	2	10%
Total			20	100%

Out of a total of 20 respondents whose anxiety levels were tested, the results showed that no respondents (0%) experienced high levels of anxiety with scores of 111-165 on the measurement scale. This finding is interesting because it indicates that none of the research participants showed high levels of anxiety in the context of multilingualism.

A very significant majority of the respondents are at a normal anxiety level, with 18 people or 90% of the total sample scoring between 56-110. This data shows that the majority of participants have anxiety levels that are still within reasonable and manageable limits. The dominance of this category indicates that most multilingual respondents have a good ability to manage their anxiety levels.

Meanwhile, only 2 respondents or 10% of the total sample were found to fall into the low anxiety category with a score of 33-55. This distribution provides a clear picture of the anxiety patterns among multilingual respondents, where there is a very strong tendency towards normal anxiety levels, with a small portion having low anxiety levels, and none experiencing high anxiety. A total of 20 respondents with a cumulative percentage of 100% confirmed the validity of the data collection for this research.

Statistical tests in this section are used as a measure of central tendency to analyze the anxiety levels of language learners. Mean is used to calculate the average anxiety level in both multilingualism groups, allowing for a general comparison of the differences in anxiety levels between the groups. The median serves to determine the middle value of the anxiety levels after the data is sorted, which helps in understanding the data distribution without being affected by extreme values. Meanwhile, the mode is used to identify the value that appears most frequently in the anxiety level data of each group, providing an overview of the dominant patterns in the learners' anxiety levels. Here is a table that show the statistical data on anxiety levels in the multilingualism group.

Table 4.11 Descriptive Statistic of Multilingualism

	BILINGUA	**MULTILINGUA**
MEAN	108,85	88,2
MEDIAN	109,5	92,5
MODUS	117	94

Statistical data shows that bilingual learners have a higher anxiety level with a mean score of 108.85 compared to multilingual learners who have a mean score of 88.2. The difference of approximately 20.65 points indicates that bilingual learners tend to experience higher anxiety levels in the process of learning English as a foreign language compared to those who are proficient in more than two languages.

The median scores in both groups also show a similar pattern, where bilingual learners have a median score of 109.5 while multilingual learners have a median score of 92.5. This difference reinforces the finding that at least half of the

bilingual learner population experiences higher levels of anxiety in EFL learning. This may indicate that the experience of mastering multiple languages in multilingual groups contributes to a decrease in anxiety levels when learning a new language.

The mode data, which shows the most frequently occurring values, also confirms this pattern, with bilingual learners having a mode of 117 compared to multilingual learners who have only 94. These findings are interesting because they consistently show that learners who have mastered more than two languages (multilinguals) have lower levels of anxiety in learning English. This may be due to the more diverse language learning experiences and strategies they have developed previously.

The last table below shows the results of the difference test between two sample groups, specifically the difference in the multilingualism variable. Just like before, there are two conditions being tested, namely assuming equal variances between the two groups (equal variances assumed) and unequal variances (equal variances not assumed).

Table 4.12 Independent Samples Test of Multilinguism

Independent Samples Test of Multilinguism										
	Levene's Test for Equality of Variances		t-test for Equality of Means							
					Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
	F	Sig.	T	Df	One-Sided p	Two-Sided p			Lower	Upper
Equal variances assumed	,051	,823	4,661	38	<,001	<,001	20,65000	4,43009	11,68176	29,61824

Equal variances not assumed			4,661	37,292	<,001	<,001	20,65000	4,43009	11,67617	29,62383

In the row "Equal variances assumed," it is seen that the t-statistic value is 4.661 with a degree of freedom (df) of 38. The significance (Sig.) value for both one-tailed and two-tailed tests is less than 0.001, indicating a statistically very significant difference.

This means that there is a significant difference in the multilingualism anxiety variable between the two groups. Furthermore, in the row "Equal variances not assumed," similar test results also show a significant difference with a t-statistic value of 4.661 and significance less than 0.001 for both one-tailed and two-tailed tests. This indicates that the conclusion regarding the existence of a significant difference between the groups does not depend on the assumption of homogeneity of variances.

Another interpretation that shown in the table is regarding the effect size and the 95% confidence interval. The Mean Difference value of 20.65000 indicates the average difference in language learning anxiety scores between the two groups. The 95% confidence interval ranges from 11.67617 to 29.62383, which does not include the value zero, reinforcing the conclusion that the difference is statistically significant.

B. Discussion

Based on the analysis results of the data reserach at the 5% significance level, all the sociobiography variables (age, gender, multilinguism, and experience abroad) had a significant influence on the level of language learning anxiety in EFL students. All significance values (Sig.) were less than 0.05, indicating that there a statistical evidence to conclude a significant effect of these variables on the level of language learning anxiety.

1. Age

The results show a statistically significant difference in language learning anxiety between teenager and adult EFL learners, where adult EFL learners have lower levels of anxiety compared to teenagers.

The relationship between age and language learning anxiety reveals a complex and nuanced landscape of research findings. The results of the current study show a statistically significant difference in language learning anxiety between teenage and adult EFL learners, with adult learners demonstrating lower levels of anxiety compared to teenagers. This finding partially aligns with and challenges existing research perspectives. Dewaele et al, previously suggested that older learners tend to have lower anxiety levels due to increased life experience and emotional maturity,[90] while Zhang et al, provided a more refined perspective by identifying that middle-aged learners (30-45 years) specifically exhibit the lowest anxiety levels.[91]

Recent longitudinal research has further illuminated the dynamic nature of language learning anxiety across different age groups. Dewaele & MacIntyre demonstrated that language anxiety tends to decrease over time for adult learners, particularly when influenced by consistent language use and gradual proficiency improvement.[92] Li & Wang emphasized the critical role of metacognitive strategies, finding that older students who employ effective learning techniques consistently exhibit lower anxiety levels. This underscores the importance of strategic learning approaches in mitigating language learning anxiety, regardless of chronological age.[93]

Contemporary research increasingly recognizes the contextual and multidimensional nature of language learning anxiety. A recent study by Yinxing et al, shows that the relationship between age and language anxiety may be more complex than previously believed. They found that factors such as motivation and

[90] Dewaele, J.-M. *The Influence of Age on Foreign Language Anxiety: A Comparative Study. Language Learning*, 2008. 58(4).

[91] Zhang, Y., Wang, L., & Chen, X. The non-linear relationship between age and language anxiety: A study of middle-aged learners. *Language Teaching Research*, 2020. 24(3), 321-340.

[92] Dewaele, J.-M., & MacIntyre, P. D. Language anxiety over time: A longitudinal study of adult learners. *Journal of Language and Social Psychology*,2023. 42(1), 1-17.

[93] Li, M., & Wang, H. The role of metacognitive strategies in reducing language anxiety among older adult learners. *Language Learning*, 2022. 72(3).

prior learning experiences can moderate the effects of age on language anxiety. [94] The latest meta-analysis by Chen et al, reinforces this idea, concluding that the age-anxiety relationship is highly contextual, influenced by various factors such as educational background and language learning goals.[95]

These studies lead to important insights: age has been shown to have a significant impact on language learning anxiety levels. In line with those findings, their results also indicate that motivation, previous learning experiences, educational background, and individual language learning goals significantly moderate the relationship between age and anxiety. This holistic perspective challenges traditional linear assumptions and calls for a more nuanced and personalized approach to understanding language learning anxiety.

The evolving understanding of anxiety in language learning highlights the need for a comprehensive and context-sensitive research approach. While previous studies often sought to establish a direct correlation between age and anxiety levels, recent research has revealed a much more complex relationship. Factors such as individual motivation, learning strategies, prior experiences, and personal cognitive characteristics play an equally important role in determining a student's level of anxiety. Future research should continue to explore these complex interactions, potentially developing targeted interventions to meet the unique psychological and cognitive needs of students across different age groups. This suggests that a more holistic approach may be necessary to fully understand how age influences anxiety in language learning.

2. Gender

The results show a statistically significant difference in language learning anxiety between female and male EFL learners, where female EFL learners have higher levels of anxiety compared to male EFL learners.

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[94] Yinxing, L., Zhang, Q., & Dewaele, J.-M. "Revisiting the Relationship Between Age and Language Anxiety: The Role of Motivation and Prior Learning Experiences." *International Journal of Applied Linguistics*, 2021

[95] Chen, J., Liu, H., & Zhang, T. (2024). A meta-analysis of the age-language anxiety relationship: Contextual factors and implications. *Language Learning*, 2024. 74(1), 45-70.

This finding is in line with several previous studies. For example, Park and French found that Korean female students learning English reported higher levels of anxiety compared to male students. They link this to higher social and cultural expectations for women in the context of Korea.[96]

It is important to note that the relationship between gender and language anxiety is not always consistent across different studies. Dewaele argues that gender differences in language anxiety may be more related to contextual and socio-cultural factors than to biological differences.[97] The latest meta-analysis by Zhao et al, of 105 studies confirmed a small but consistent gender effect on foreign language anxiety, with women showing slightly higher levels of anxiety. However, they also emphasize that these differences are more likely caused by socio-cultural factors rather than biological ones.[98]

MacIntyre et al suggest that gender differences in language anxiety may be related to women's tendency to report feelings of anxiety more openly, rather than because they actually experience higher levels of anxiety.[99] Recent research by Dewaele et al, reinforces the argument that the socio-cultural context has a significant influence. They found that gender differences in language anxiety vary significantly across cultures, with some cultures showing greater differences than others.[100]

Elahi Shirvan & Taherian investigate the interaction between gender, personality, and language anxiety. They found that personality traits such as

[96] Park, H., & French, B. F. "Gender differences in anxiety and attitudes toward learning English among Korean university students." *Journal of Language and Social Psychology*, (20113) 32(3), 297-308.

[97] Dewaele, J.-M. "The effect of a foreign language on emotional responses." *International Journal of Multilingualism*, (2007) 4(1), 67-86.

[98] Zhao, Y., Liu, M., & Zhang, W. A meta-analysis of gender differences in foreign language anxiety: Evidence from 105 studies. *Language Teaching Research*, 2020. 24(4).

[99] MacIntyre, P. D., Baker, S. C., Clément, R., & Conrod, S. "Willingness to communicate as a possible predictor of linguistic behavior: A conceptual model." *The Journal of Language and Social Psychology*, (2002) 21(1), 111-129.

[100] Dewaele, J.-M., Chen, S., & MacIntyre, P. D. The role of socio-cultural context in gender differences in language anxiety. *Journal of Multilingual and Multicultural Development*, 2021. 42(6).

neuroticism and extraversion have a stronger influence on language anxiety than gender itself, supporting a more individualistic approach.[101]

Recent research shows that the gender differences in language anxiety are not as strong as previously estimated. Dewaele et al, emphasize that contextual and socio-cultural factors have a greater influence on language anxiety experiences than gender itself. They found that social expectations and cultural norms play an important role in how men and women feel and report their anxiety when learning a language.[102] Furthermore, Teeuwen and Dewaele found that aspects such as personality, motivation, and learning style have a more significant impact on language anxiety, suggesting that a more individualized approach to understanding this anxiety could be more beneficial. found that aspects such as personality, motivation, and learning style have a more significant impact on language anxiety, suggesting that a more individualized approach to understanding this anxiety could be more beneficial.[103]

A longitudinal study by Li shows that gender differences in language anxiety can change over time and are influenced by learning experiences.[104] This highlights the importance of considering temporal and contextual factors when studying the relationship between gender and language anxiety.

Boudreau et al, used a mixed-methods approach and found that although quantitative data showed small gender differences, qualitative interviews revealed more nuanced differences in how men and women experience and cope with language anxiety. This emphasizes the importance of using various research methods to comprehensively understand this phenomenon.[105]

The investigation of gender and language learning anxiety reveals a nuanced and complex relationship that extends far beyond simple binary comparisons.

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[101] Elahi Shirvan, M., & Taherian, T. Gender, personality, and language anxiety: A complex interplay. *Language Awareness*, 2023. 32(2).

[102] Dewaele, J.-M., & Alfawzan, M. "The Impact of Sociocultural Factors on Language Anxiety: A Focus on Gender." *Language Teaching Research*, 2022. 26(1), 99-115.

[103] Teeuwen, L., & Dewaele, J.-M. "Personality, Motivation, and Learning Styles: Their Role in Language Anxiety." *Language Learning*, 2023, 73(2), 321-345.

[104] Li, C. "Gender Differences in Language Anxiety: A Longitudinal Study of Learning Experiences." *Language Learning Research,* 2022

[105] Boudreau, C., Dewaele, J.-M., & MacIntyre, P. D. (2024). Exploring gender differences in language anxiety: A mixed-methods study. *TESOL Quarterly*, 58(1), 75-98.

While initial findings suggest slight differences in anxiety levels between female and male EFL learners, contemporary research emphasizes the critical importance of contextual, socio-cultural, and individual factors in understanding these variations. Empirical evidence from multiple studies indicates that gender differences in language anxiety are not inherently biological but are deeply influenced by social expectations, cultural norms, personality traits, learning experiences, and individual psychological characteristics. Researchers like Dewaele, Zhao, and Elahi Shirvan consistently highlight the need for a more individualized and holistic approach that recognizes the dynamic nature of language learning anxiety.

The evolving understanding suggests that gender should be considered as one of many intersecting factors rather than a deterministic predictor of language learning experiences. Future research should continue to explore these complex interactions, employing mixed-methods approaches and considering the temporal and contextual dimensions that shape language learning anxiety across different cultural and individual contexts..

3. Multilinguism

The results show a statistically significant difference in language learning anxiety between bilingual and multilingual EFL learners, where bilingual EFL learners have higher levels of anxiety compared to multilingual learners.

This finding is consistent with previous research. Thompson and Lee found that multilingual experience can reduce language anxiety. They argue that exposure to various languages can enhance metalinguistic awareness and confidence in language learning.[106] Dewaele also reported that multilingualism has a positive effect on linguistic confidence and can reduce language anxiety. He suggested that learners who have mastered several languages may have developed effective coping strategies to tackle the challenges of learning a new language.[107]

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[106] Thompson, G., & Lee, J."The role of multilingualism in reducing language anxiety: A study of language learners." *International Journal of Applied Linguistics*, (2013) 23(1), 24-43.

[107] Dewaele, J.-M. "The emotional force of language: The role of multilingualism in the expression of emotions." *Journal of Language and Social Psychology*, (2010) 29(2), 254-265.

Research by Dewaele and MacIntyre expands this understanding by observing that students who master more languages not only show lower levels of anxiety but also higher levels of enjoyment in language learning. They attribute this to an increase in tolerance for ambiguity and cognitive flexibility that develops through multilingual experiences.[108] A comparative study by Liu and Lin among foreign language students at Chinese universities confirmed that multilingual students exhibited significantly lower levels of FLA in their foreign language classes compared to their bilingual peers. They also found a positive correlation between the number of languages mastered and the level of confidence in learning a new language.[109]

Gorba and Colom conducted neurolinguistic research showing that multilingual brains have higher plasticity in areas related to language processing. These findings provide a neurological basis for understanding why multilingual speakers may experience lower anxiety when learning additional languages.[110]

The concept of "multi-competence" introduced by Cook and further developed in recent research (e.g., Cook & Li Wei) can help explain these findings. Multi-competence refers to the unique state of mind possessed by users of more than one language. Learners with multi-competence may be better able to transfer skills and strategies between languages, thereby reducing their anxiety when learning a new language.[111] A recent study by Auerbach explores the concept of "multicompetence" in the context of language anxiety. She found that students with multilingual experience may have an advantage in overcoming language anxiety due to their ability to transfer strategies and skills between languages. However, she also noted that the level of anxiety can vary depending

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[108] Dewaele, J.-M., & MacIntyre, P. D. The interplay of multilingualism, anxiety, and enjoyment in language learning. *International Journal of Multilingualism*, 2019. 16(3).

[109] Liu, M., & Lin, Y. The impact of multilingualism on foreign language anxiety among university students in China. *Foreign Language Annals*, 2020. 53(4).

[110] Gorba, F., & Colom, R. Neurolinguistic insights into multilingualism and anxiety: Brain plasticity and language processing. *Cognitive Science*, 2021. 45(5).

[111] Cook, V., & Li Wei**. *Language Transfer and Multicompetence*. In *The Cambridge Handbook of Second Language Acquisition* (pp. 196-215). Cambridge University, 2016

on the similarities between the languages they know and the target language they are learning. [112]

The meta-analysis by Zhang et al, which included 50 studies from the past decade, confirmed the general trend that multilingualism is negatively correlated with FLA. However, they also emphasized the importance of contextual factors such as the age of language acquisition and proficiency level in moderating this relationship.[113]

Thompson in his research on multilingualism and language anxiety found that the benefits of mastering multiple languages in reducing anxiety may be more related to the attitudes and linguistic confidence developed through multilingual experiences, rather than the number of languages mastered directly.[114]

The exploration of multilingualism and language learning anxiety reveals a sophisticated and multifaceted relationship that extends beyond simple linguistic competence. Contemporary research consistently demonstrates that multilingual experiences contribute significantly to reducing foreign language anxiety, with underlying mechanisms rooted in enhanced metalinguistic awareness, cognitive flexibility, and neurological adaptability. Scholars like Dewaele, MacIntyre, and Auerbach highlight that multilingual learners develop unique psychological and cognitive advantages, including increased tolerance for linguistic ambiguity, more effective coping strategies, and a refined ability to transfer skills across language systems. The neurological research by Gorba and Colom, coupled with the theoretical framework of multi-competence introduced by Cook, provides compelling evidence that multilingualism is not merely about the number of languages mastered, but about developing a complex, adaptive linguistic mindset. While contextual factors such as age of acquisition, proficiency levels, and language similarities continue to moderate this relationship, the emerging consensus suggests that multilingual experiences fundamentally transform

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[112] Auerbach, E. R. "Multicompetence and Language Anxiety: The Role of Multilingual Experience." *International Journal of Bilingual Education and Bilingualism,* 2023

[113] Zhang, Y., Liu, H., & Wang, L. A meta-analysis of multilingualism and foreign language anxiety: Contextual factors and implications. *Language Learning*, 2022. 72(2).

[114] Thompson, J. (2022). "Multilingualism and Language Anxiety: The Role of Attitudes and Confidence." *Journal of Language Studies* 2022

learners' approaches to language learning, significantly mitigating anxiety and enhancing overall linguistic confidence.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

1. Age and Language Learning Anxiety:

The t-test results show a statistically significant difference in language learning anxiety between teenager and adult EFL learners, proven from the t-test results, the one-tailed significance value is 0.007 and the two-tailed significance value is 0.014, indicating a value <0.05.

2. Gender and Language Learning Anxiety:

The t-test results indicate a statistically significant difference in language learning anxiety between male and female EFL learners, proven from the significance (Sig.) values for both the one-tailed and two-tailed tests are less than 0.001 (<0.05)

3. Multilingualism and Language Learning Anxiety:

The t-test results reveal a statistically significant difference in language learning anxiety between bilingual and multilingual EFL learners, proven from the significance (Sig.) values for both the one-tailed and two-tailed tests are less than 0.001 (<0.05)

B. Suggestion

Future research is suggested to:

1. Exploration of Other Variables

To gain a deeper understanding of anxiety in language learning, future research is encouraged to explore other variables that may influence language anxiety. For example, factors such as intrinsic motivation, social support, and previous experiences in language learning can provide additional insights. By exploring the relationship between these factors and anxiety, researchers can identify key elements that can be strengthened in the teaching process.

2. Diverse Methodologies

The use of different methodologies in subsequent research is also highly recommended. Qualitative approaches, such as in-depth interviews or case

studies, can provide a richer perspective on individual student experiences. Additionally, a larger quantity and a broader sample, including students from diverse educational and cultural backgrounds, can yield findings that are more representative and relevant. This will help strengthen the understanding of language anxiety in a broader context.

3. A More Focused Individual Approach

Finally, it is important to develop strategies that are more focused on the individual needs of students. By considering differences in learning styles, experiences, and psychological characteristics of students, educators can design more effective interventions to reduce anxiety. Research focusing on teaching methods that can be tailored to the specific needs of students is expected to yield more innovative approaches and support language learning success among EFL students.
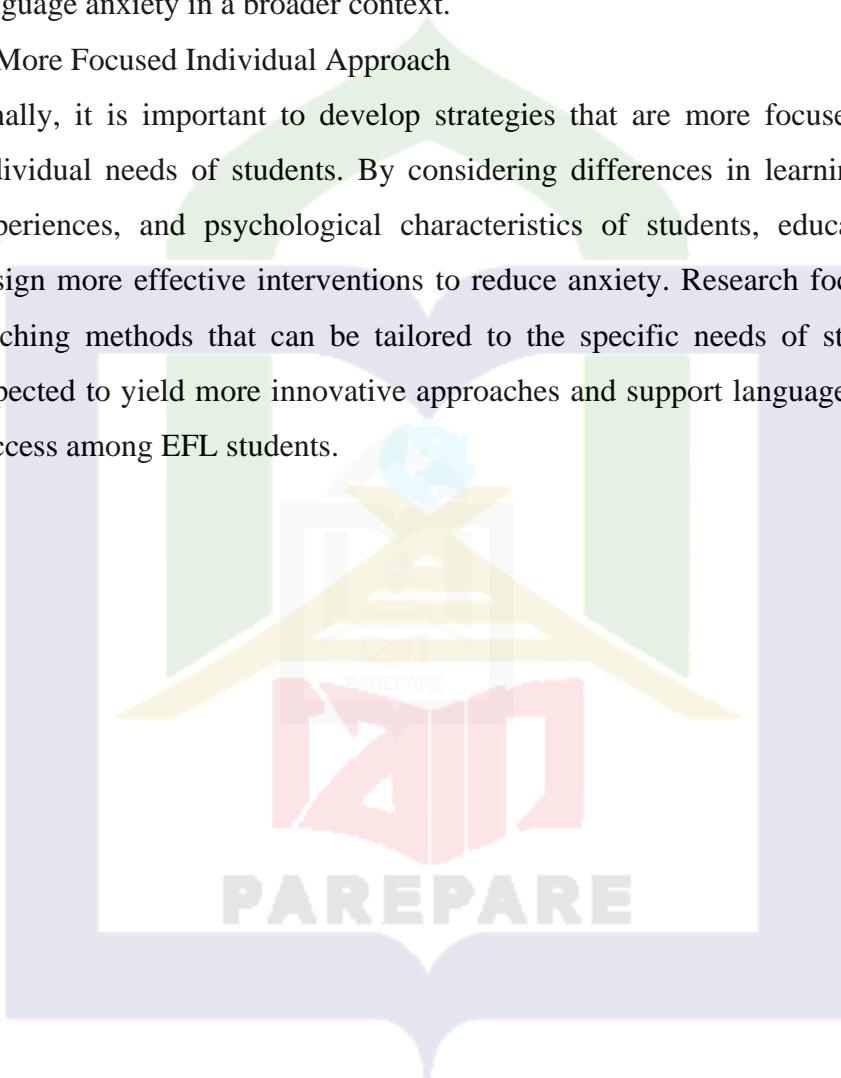
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Role of Psychological Suzhi and General Self-Efficacy". International Journal of Environmental Research and Public Health. 19 (24): 16635

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APPENDICES

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
PASCASARJANA
Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100 website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B-842/In.39/PP.00.09/PPS.05/07/2024   10 Juli 2024
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. **Bapak Walikota Parepare**
Cq. **Dinas Penanaman Modal** Dan Pelayanan
Terpadu Satu Pintu

Di

Tempat

Assalamu Alaikum Wr. Wb.

Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Pascasarjana IAIN Parepare tersebut di bawah ini :

Nama : INDAH SULISTIAWATI

NIM : 2220203879102026

Program Studi : Tadris Bahasa Inggris

Judul Tesis : **THE Effect of EFL Learners' Sociobiography Towards Their Language Learning Anxiety.**

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian ini direncanakan pada bulan **Juli s/d September** Tahun **2024**

Sehubungan dengan hal tersebut diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya.

Assalamu Alaikum Wr. Wb.

Direktur,

Dr. H. Islamul Haq, Lc.,M.A
NIP. 198403 201503 1 004

SRN IP0000618

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 618/IP/DPM-PTSP/7/2024

Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA

NAMA   : **INDAH SULISTIAWATI**

UNIVERSITAS/ LEMBAGA   : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan   : **TADRIS BAHASA INGGRIS**
ALAMAT   : **LABEMPA, KEC. PANCA LAUTAN, KAB. SIDENRENG RAPPANG**
UNTUK   : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN   : **THE EFFECT OF EFL LEARNERS SOCIOBIOGRAPHY TOWARDS THEIR LANGUAGE LEARNING ANXIETY**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN   : **22 Juli 2024 s.d 22 September 2024**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : 24 Juli 2024

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ST. RAHMAH AMIR, ST, MM
Pembina Tk. 1 (IV/b)
NIP. 19741013 200604 2 019

Biaya : Rp. 0,00

KETENTUAN PEMEGANG IZIN PENELITIAN

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan data/penelitan tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan ilmiah.
3. Mentaati Ketentuan Peraturan Perundang -undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasil penelitian kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare) dalam bentuk Softcopy (PDF) yang dikirim melalui email : litbangbappedaparepare@gmail.com.
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Lembar Kedua Izin Penelitian
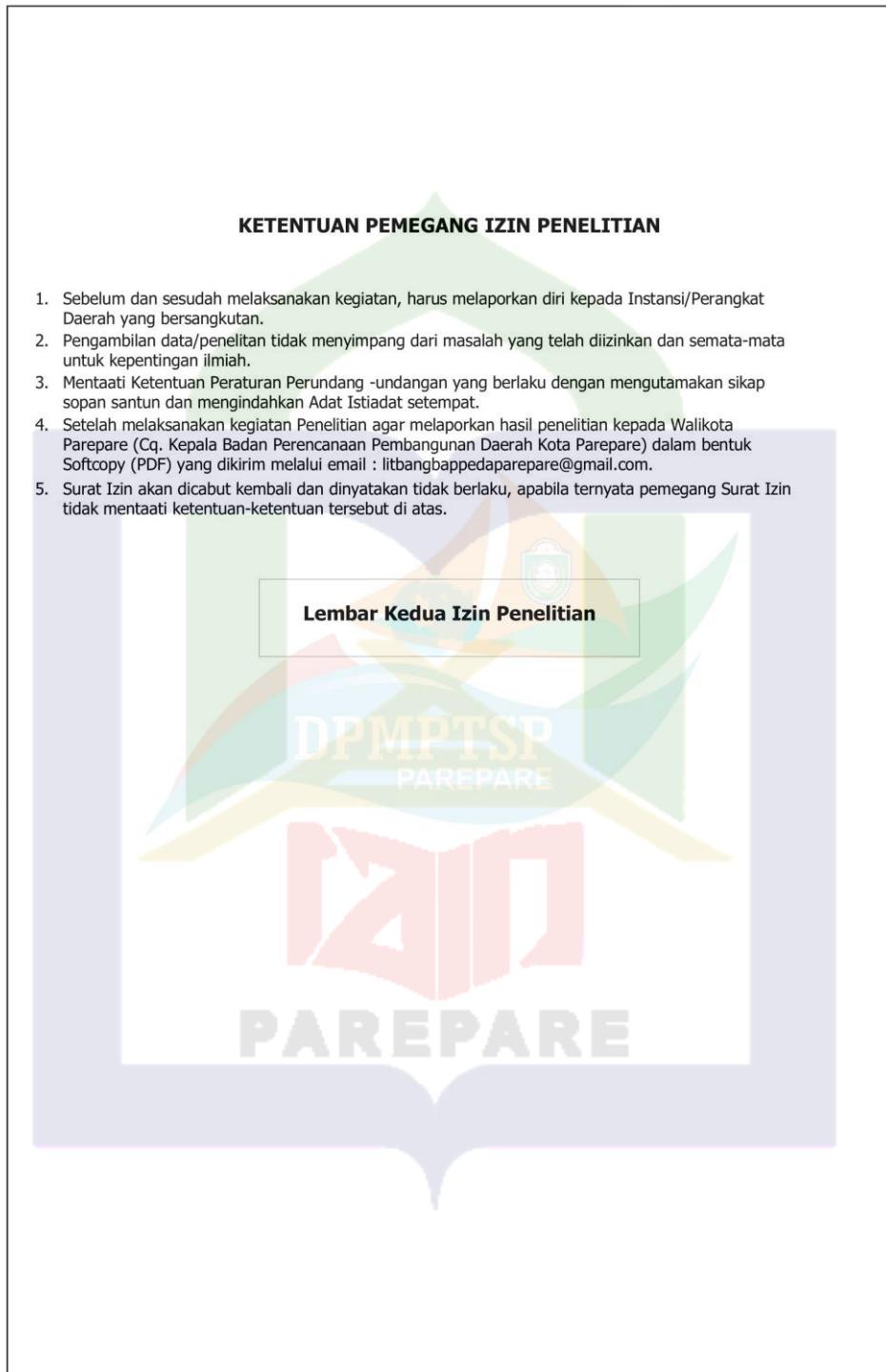
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN TELAH MENELITI
NOMOR : B.3692/In.39/FTAR.01/PP.00.9/10/2024

Yang bertanda tangan di bawah ini,

Nama	: Bahtiar, M.A
NIP	: 19720505 199803 1 004
Pangkat/Golongan	: Pembina / IV a
Jabatan	: Wakil Dekan Bidang Akademik, Kemahasiswaan, Kelembagaan dan Kerjasama
Instansi	: Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama	: INDAH SULISTIAWATI
NIM	: 2220203879102026
Fakultas/Prodi	: Pasca sarjana/ Tadris Bahasa Inggris
Alamat	: Pakoro, Kec.Duampanua Kabupaten Pinrang

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan Juli 2024 sampai dengan bulan Agustus 2024, dengan judul penelitian **"THE EFFECT OF EFL LEARNERS SOCIOBIOGRAPHY TOWARDS THEIR LANGUAGE LEARNING ANXIETY "**.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare 10 Oktober 2024

a.n. Dekan,
Wakil Dekan I

Bahtiar, M.A.
NIP 19720505 199803 1 004
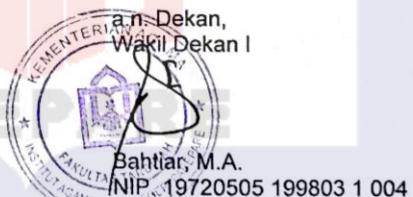
INSTRUMENT PENELITIAN

FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE (FLCAS)

This questionnaires are prepared to collect information about your level of anxiety the English foreign language. After reading each statement, please checklist (√) that appeals to you most. There are no right or wrong answers for the items in this quaestionnaires.

Nb: (SA) Storgly Agree, (A) Agree, (N) Not Sure,(D) Disagree, (SD) Strogly Disagree

Name :
Age :
Gender:

NO.	QUESTIONS	SA	A	N	D	SD
1.	I never feel quite sure of my self when i am speaking in my foreign language class					
2.	I don't worry about making mistakes in language class*					
3.	I ttremble when I know that I am going to be called on in language class					
4.	It frightnes me when I don't understand what the teacher is saying in the foreign language					
5.	It wouldn't bother me at all to take more foreign language classes*					
6.	During language class, Ifind myself thinking about things thst have nothing to do with the course					
7.	I keep thinking that the other students					

	are better at language than I am					
8.	I am usually at ease during tests in my language class*					
9.	I starts to panic when I have to speak without preparation in language class					
10.	I worry about the consequences of falling my foreign language class					
11.	I don't understanding why some people get so upset over foreign language class*					
12.	In language class, I can get so nervous I forget things I know					
13.	It embrassed me to volunteer answer in my language class					
14.	I wouldnn't be nervous speaking the foreign language with native speakers*					
15.	I get upset when I don't unnderstand what the teacher is correcting					
16.	Even if I am well prepared for language class, I feel anxious about it					
17.	I often feel like not going to my language class					
18.	I feel confident when I speak inforeign language class*					
19.	I am afraid that mylanguage teacher is ready to correct every mistake I make					
20.	I can feel my hearth pounding when I am going to be called on in language class					
21.	The more I study for a language test, the					

	more confused I get					
22.	I don't feel pressure to prepare very well for language class*					
23.	I always feel that the other students speak the foreign language better than I do					
24.	I feel very self-conscious about speaking the foreign language in front of other students					
25.	Language class moves so quickly I worry about getting left behind					
26.	I feel more tense and nervous in my language class than in my other classes					
27.	I get nervous and confused when I am speaking in my language class					
28.	When I am on my way to language class, I feel very sure and relaxed*					
29.	I get nervous when I don't understand every word the language teacher says					
30.	I feel overwhelmed by the number of rules you have to learn to speak a foreign language					
31.	I am afraid that the other students will laugh at me when I speak the foreign language					
32.	I would probably feel comfortable around native speakers of the foreign language*					
33.	I get nervous when the language teacher asks question which I haven't prepared					

	in advance					

*negative ques

HASIL QUESTIONNAIRE

FEMALE		MALE		TEENAGER		ADULT		BILINGUA		MULTILINGUA	
1	113	2	78	1	112	2	89	1	113	2	83
1	123	2	93	1	85	2	99	1	123	2	93
1	121	2	90	1	121	2	93	1	121	2	80
1	115	2	84	1	107	2	94	1	89	2	87
1	107	2	87	1	103	2	90	1	110	2	78
1	110	2	64	1	101	2	99	1	117	2	64
1	110	2	69	1	101	2	78	1	140	2	75
1	117	2	86	1	99	2	94	1	107	2	86
1	128	2	64	1	119	2	83	1	137	2	64
1	107	2	117	1	85	2	117	1	109	2	103
1	109	2	99	1	83	2	137	1	105	2	99
1	105	2	100	1	94	2	93	1	86	2	69
1	113	2	94	1	45	2	80	1	117	2	99
1	117	2	94	1	128	2	86	1	112	2	100
1	112	2	104	1	93	2	64	1	93	2	106
1	120	2	94	1	111	2	70	1	107	2	94
1	113	2	92	1	127	2	64	1	96	2	94
1	105	2	95	1	111	2	69	1	90	2	104
1	103	2	75	1	118	2	87	1	93	2	94
1	106	2	137	1	118	2	75	1	112	2	92

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Parepare, 15 Januari 2025
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Article

The Impact of EFL Learners' Sociobiography on Language Learning Anxiety

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Abstract
This study examined the effects of EFL learners' sociobiographical factors (age, gender, and multilingualism) on their language learning anxiety. The research employed a quantitative approach with comparative analysis methods to investigate how these sociobiographical variables influence anxiety levels among language learners. Data analysis through t-tests revealed statistically significant correlations between sociobiographical variables and language learning anxiety, with p-values less than 0.05. The findings provide valuable insights into the complex relationship between learners' backgrounds and their anxiety in language learning contexts. These results have important implications for developing targeted teaching strategies and support systems aimed at creating more inclusive and effective EFL learning environments. The study addresses existing gaps in the literature and offers guidance for future educational policy and practice.

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INTRODUCTION

Foreign language learning anxiety is a common phenomenon among EFL Learners. Affect has been shown to influence learning, with positive affect enhancing achievement and negative affect inhibiting it. Specifically in the field of foreign language learning, many authors agree that language learners' anxiety depends on each specific situation. Different from the general anxiety of the class (Sardi et al., 2017). Consolidating definitions and historical background is essential to creating a concise and impactful introduction for research. This process involves streamlining information by combining related concepts, summarizing historical developments, and focusing only on the most critical elements needed to understand the research context, according to the concept that foreign language learning anxiety (FLA) was first introduced by Horwitz, Horwitz, and Cope (1986) as a distinct complex of feelings and behaviors that hinder second language acquisition. Subsequent studies have reinforced its importance, linking it to challenges such as fear of speaking, criticism, and low motivation (MacIntyre & Gardner, 1994).

This type of anxiety, called foreign language anxiety (FLA), is considered to play an important role in foreign language learning. In 1986, Horwitz & Cope first introduced foreign language anxiety. Several authors have used their research as a basis for developing or treating other problems related to foreign language anxiety. They described fear as another form of fear. Anxiety plays an important role in language acquisition and can help facilitate and/or hinder the learning of an additional language.

Foreign language learning anxiety is defined as "feelings of tension and fear specifically associated with a second language context, including speaking, listening, and learning" (MacIntrye, P.D.; Gardner, 1994). The concept was first comprehensively introduced by Horwitz, Horwitz, and Cope in 1986, who described it as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors associated with language learning in the classroom that arise from the uniqueness of the language learning process" (Horwitz, E. K., Horwitz, M. B., & Cope, 1986).

According to Horwitz (1986), foreign language anxiety (FLA) is a situation-specific anxiety experienced in response to learning and using a language, similar to stage fright or test anxiety. Horwitz define FLA as a complex of cognitions, beliefs, emotions, and behaviors related to language learning in the classroom that arise from the uniqueness of the language learning process. Various studies show that learners experience problems when learning a foreign language for reasons such as fear of making mistakes, fear of being criticized, not being able to say anything or participate, fear, poor pronunciation, and inadequate understanding of the foreign language, grammar, difficulty in oral expression, low motivation, and the influence of the local language/mother tongue.

Much research has been conducted on foreign language learning anxiety, there are still gaps in our understanding of how sociobiographical factors influence these anxiety levels (Ananda et al., 2024). However, there is still a lack of comprehensive studies examining the relationship between various sociobiographical factors and foreign language learning anxiety, especially in the context of EFL in Indonesia. Therefore, there is a need to investigate the effect of EFL learners' sociobiography on their language

learning anxiety. Understanding this relationship could provide valuable insights for developing more effective teaching strategies and support systems to address anxiety in diverse EFL classrooms. So therefore, this study aimed to know how the effect of EFL learners' sociobiography (age, gender, multilinguism) towards their language learning anxiety.

According to the concept that Foreign Language Learning Anxiety and its impact on English as a Foreign Language (EFL) learners, gaps remain in fully understanding how sociobiographical factors (such as age, gender, and multilingualism) influence anxiety levels. While FLA has been widely studied in global contexts, particularly in Western and developed educational settings exploration within Indonesian EFL classrooms remains relatively underdeveloped. This research is urgency caused of primarily on general psychological or environmental factors contributing to language learning anxiety, such as classroom environment, teacher feedback, or peer pressure. Few delve into how an individual learner's background, such as age and prior exposure to multiple languages, uniquely shapes their anxiety levels during language acquisition.

LITERATURE REVIEW

Numerous studies have explored the role of sociobiographical variables such as age, gender, and multilingualism in shaping language learning anxiety. Research by Dewaele (2022) revealed that age often correlates with increased anxiety, as older learners may experience heightened pressure to succeed or self-judgment when compared to younger learners. However, this finding contrasts with studies in Indonesian EFL settings, where younger learners sometimes report higher anxiety levels due to limited exposure to English outside the classroom. Gender has emerged as a significant variable. While studies like Liu (2021) suggest that female learners report higher FLA due to communication apprehension and societal expectations, findings by Chen (2023) in more egalitarian classroom environments indicate negligible differences in anxiety between male and female students. This highlights the importance of considering cultural context when evaluating the relationship between gender and FLA.

Horwitz, Horwitz, and Cope (1986) established one of the earliest models of FLA, conceptualizing it as a situation-specific anxiety distinct from general anxiety types. Subsequent researchers expanded on this model by incorporating sociocultural and psychological factors. For example, Krashen's (1982) Affective Filter Hypothesis posits that anxiety acts as a mental barrier to successful language acquisition. However, critics like MacIntyre and Gardner (1994) argue that anxiety may not always hinder learning but could serve as motivation in controlled classroom environments.

The role of multilingualism in FLA remains debated. Dewaele (2022) found no significant effect of multilingualism on reducing anxiety, challenging the assumption that exposure to multiple languages naturally leads to lower anxiety levels. Conversely, Auerbach (2023) suggests that multilingual experiences enhance metalinguistic awareness, fostering confidence and reducing FLA. This discrepancy underscores a

research gap, particularly within Indonesia, where learners often navigate multiple local languages before learning English.

(MacIntrye, P.D.; Gardner, 1994) said that foreign language anxiety also known as xenophobia, is a feeling of discomfort, worry, tension, and anxiety that occurs when learning or using a second or foreign language. That emotion can come from any second language context, whether related to productive skills of speaking and writing or receptive skills of reading and writing. Spielberger (1979) explains that anxiety is one element of emotion caused by a feeling of discomfort or fear of danger without warning. Learning anxiety is an atmosphere, feeling, or syndrome characterized by a sense of fear of danger and threat. Theoretically, anxiety is understood as a state of worry that signals the anticipation of something negative about to happen. Anxiety becomes abnormal when its levels are disproportionate to the situation. Excessive anxiety can lead to psychosomatic symptoms, which may include feelings of anxiety, tension, fear, sleep disturbances, cognitive impairments, mood changes (such as irritability), somatic/physical symptoms (e.g., muscle tension), sensory disturbances, respiratory issues, digestive problems, and autonomic dysfunctions.

Literature on FLA and concluded that a moderate negative relationship exists between language anxiety and various measures of language achievement. Further studies have confirmed this trend (Altamimi, 2023); (Zhang, 2019); (Botes, E., Dewaele, J. M., & Greiff, 2020); (Hu et al., 2021); (Widyasari, 2023); (Han et al., 2022); (Onwuegbuzie et al., 2022). Interestingly, FLA does not disappear among more advanced learners. More experienced learners also seem to suffer more from FLA. However, an extended overseas experience in the target language (TL) country seems to increase self-confidence in it and, as a result, decrease foreign language classroom anxiety (Matsuda & Gobel).

(Misraniah Idrus, 2021) state that anxious learners have a negative impact on their performance, emotional reactions, and general attitude when learning the target language during spontaneous speaking activitie. Additionally, they lack self-confidence, are less able to self-edit or recognize errors in their speech, and are more likely to use avoidance strategies such as skipping class. Anxious students also tend to forget previously learned material, volunteer less, and be more passive in class activities than their non-anxious classmates.

(Onwuegbuzie, 2000) explain that foreign language anxiety has been found to be related to a number of sociobiographical and affective factors. Onwuegbuzie identified eight variables that collectively accounted for 40% of FLA variance (i.e., age, academic achievement, prior history of visiting foreign countries, prior high school, experience with foreign languages, expected overall average for current perceived scholastic competence, and perceived self-worth). A further study by (Bailey, K. M., 2000) identified the same independent variables as being linked to higher levels of FLA, with the addition of perceived intellectual ability and perceived job competence.

Some studies have been conducted on foreign language anxiety (Jiang, Yan, 2020); (Elias Bensalem, 2018); (Ekstrom, 2013); (Bensalem, 2019); (Selami Aydin, 2017) those studies found that sociobiographical factors such us age, gender, and multilinguism have

a significant linked to FLA. A study by (Jean-Marc Dewaele, 2015) found that age have significant affect while multilinguism have no effect to FLA. And also the study of (Jean-Marc Dewaele, 2022) state that sociobiographical background variables such as age and multilingualism have no effect, while gender has a small effect on FLA.

RESEARCH METHOD

The comparative research design is used in this study to analyze the influence of socio-biographical variables (age, gender, and multilingualism) on language learning anxiety among learners of English as a Foreign Language (EFL). This comparative research design allows the researcher to compare different groups of participants based on their socio-biographical characteristics. The researchers used independent sample t-test to test the existing hypotheses, such as whether there are significant differences in language learning anxiety levels based on the participants' age, gender, or level of multilingualism.

In this study, the population is English Foreign Language Learners who are studying English as a foreign language in schools, universities, or english course. This approach ensured that the study addressed how age, gender, and multilingualism influence FLA in varied contexts. The sample distribution across these characteristics supports robust comparisons and enhances the study's generalizability within the Indonesian EFL context. Sample were radomly taken from the relevant popuation and divided into groups based on the following characteristics: Age group (Teenagers 13-18years`and Adults 19-59years); Gender Group (Feemale & Male); Language Groups (Bilingual & Multilingual).

In this study, the data measurement technique used is the Likert scale through a closed questionnaire. This questionnaire is designed to collect information about the respondents' profiles, where the answers have been provided by the researcher. The use of a five-point Likert scale allows respondents to express their level of agreement or disagreement with the statements presented, thereby providing data that is more measurable and can be statistically analyzed. The main instrument used in this research phase is the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz, and Cope in 1986. FLCAS is a questionnaire consisting of 33 questions that uses a five-point Likert scale.

FINDINGS AND DISCUSSION

The comparative test in this study was conducted to analyze the presence or absence of differences between two groups for each variable of sociobiography towards their language learning anxiety. Below is the analysis table that explains it. The study identified significant differences in language learning anxiety based on socio-biographical factors such as age, gender, and multilingualism. The finding that teenage EFL learners exhibit higher anxiety levels compared to adults aligns who attributed this difference to developmental factors such as emotional maturity and learning strategies. Further support this, noting that adults' prior experiences in structured learning environments often reduce

anxiety. It highlights the complexity of this relationship by introducing motivational factors and prior learning experiences as moderating elements, calling for a contextual approach to understanding how age affects language anxiety.

This finding similarly discovery that female learners tend to have higher anxiety levels than their male counterparts is supported by Farhane-Medina et al. (2022), who attribute this to biological and psychological factors, including hormonal fluctuations and genetic predispositions. Contrasting perspectives, however, suggest personality traits, such as neuroticism and extraversion, have a more direct impact on language anxiety than gender alone (Qin & Li, 2024; Saracevic et al., 2021). These findings indicate the need for nuanced, individualized approaches in language anxiety research. The first table below presents the results of an Independent Samples Test of Age, which examines whether there are statistically significant differences in anxiety levels between teenagers and adults.

Table 1 Independent Samples Test of Age

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
	F	Sig.	t	Df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
					Significance				95% Confidence Interval of the Difference	
Equal variances assumed	,190	,665	2,576	38	,007	,014	15,00000	5,82280	3,21236	26,78764
Equal variances not assumed			2,576	37,639	,007	,014	15,00000	5,82280	3,20864	26,79136

According to table below that the Levene's Test for Equality of Variances shows that the F-statistic is 0.190 with 1 and 38 degrees of freedom, and the significance is 0.665. This indicates that the assumption of equal variances between the two age groups is met. The t-test results show that when equal variances are assumed, the t-statistic is 2.576 with 38 degrees of freedom, and the one-tailed significance is 0.007. The two-tailed significance is 0.014, which is less than the typical alpha level of 0.05.

Additionally, the 95% Confidence Interval of the Difference shows that the lower bound is 3.21236 and the upper bound is 26.78764. Since this interval does not include zero, it further confirms that there is a statistically significant difference in anxiety levels between teenagers and adults. When equal variances are not assumed, the t-statistic is 2.576 with 37.639 degrees of freedom, and the one-tailed significance is 0.007. The two-tailed significance is 0.014, which is also less than 0.05. This indicates that the conclusion regarding the significant difference between age groups does not depend on the assumption of homogeneity of variances. The 95% Confidence Interval of the Difference in this case shows a lower bound of 3.20864 and an upper bound of 26.79136, again indicating a significant difference in anxiety levels between the two age groups.

These results suggest that there is a meaningful and statistically significant difference in anxiety levels between teenagers and adults

The next table shows the results of the difference test between two independent sample groups, namely the difference in gender. In this test, there are two conditions being tested, namely assuming equal variances between the two groups (equal variances assumed) and unequal variances (equal variances not assumed).

Table 2 Independent Samples Test of Gender

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
| | F | Sig. | T | Df | Significance | | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
					One-Sided p	Two-Sided p			Lower	Upper
Equal variances assumed	5,690	,022	5,308	38	<,001	<,001	21,90000	4,12547	13,54843	30,25157
Equal variances not assumed			5,308	24,666	<,001	<,001	21,90000	4,12547	13,39761	30,40239

In the row "Equal variances assumed," it shows that the t-statistic value is 5.308 with a degree of freedom (df) of 38. The significance (Sig.) values for both the one-tailed and two-tailed tests are less than 0.001, indicating a highly statistically significant difference. This means that there is a significant difference in the dependent variable (language learning anxiety) between male and female groups.

Furthermore, in the row "Equal variances not assumed," similar testing results also show a significant difference with a t-statistic value of 5.308 and significance less than 0.001 for both one-tailed and two-tailed tests. This indicates that the conclusion regarding the significant difference between gender groups does not depend on the assumption of homogeneity of variances. Interpretation of the effect size and 95% confidence interval. The Mean Difference value of 21.90000 indicates the average score difference between the male and female groups. The 95% confidence interval ranges from 13.39761 to 30.40239, which does not include the value zero, reinforcing the conclusion that the difference is statistically significant.

The last table below shows the results of the difference test between two sample groups, specifically the difference in the multilingualism variable. Just like before, there are two conditions being tested, namely assuming equal variances between the two groups (equal variances assumed) and unequal variances (equal variances not assumed).

Table 3 Independent Samples Test of Multilinguism

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
| | F | Sig. | T | Df | Significance | | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
					One-Sided p	Two-Sided p			Lower	Upper
Equal variances assumed	,051	,823	4,661	38	<,001	<,001	20,65000	4,43009	11,68176	29,61824
Equal variances not assumed			4,661	37,292	<,001	<,001	20,65000	4,43009	11,67617	29,62383

According to the table In the row "Equal variances assumed," it is seen that the t-statistic value is 4.661 with a degree of freedom (df) of 38. The significance (Sig.) value

for both one-tailed and two-tailed tests is less than 0.001, indicating a statistically very significant difference.

This means that there is a significant difference in the multilingualism anxiety variable between the two groups. Furthermore, in the row "Equal variances not assumed," similar test results also show a significant difference with a t-statistic value of 4.661 and significance less than 0.001 for both one-tailed and two-tailed tests. This indicates that the conclusion regarding the existence of a significant difference between the groups does not depend on the assumption of homogeneity of variances.

Another interpretation that shown in the table is regarding the effect size and the 95% confidence interval. The Mean Difference value of 20.65000 indicates the average difference in language learning anxiety scores between the two groups. The 95% confidence interval ranges from 11.67617 to 29.62383, which does not include the value zero, reinforcing the conclusion that the difference is statistically significant.

Age has been shown to have a significant impact on language learning anxiety levels between teenager and adult EFL learners, where adult EFL learners have lower levels of anxiety compared to teenagers. The findings correlated with the research by (Zhang, Y., Wang, L., & Chen, 2020) and (Li, M., & Wang,H, 2022). A recent study by (Yinxing, L., Zhang, Q., & Dewaele, 2021), shows that the relationship between age and language anxiety may be more complex than previously believed. They found that factors such as motivation and prior learning experiences can moderate the effects of age on language anxiety. The latest meta-analysis by (Chen, J., Liu, H., & Zhang, 2024), reinforces this idea, concluding that the age-anxiety relationship is highly contextual, influenced by various factors such as educational background and language learning goals. In line with those findings, their results also indicate that motivation, previous learning experiences, educational background, and individual language learning goals significantly moderate the relationship between age and anxiety. This holistic perspective challenges traditional linear assumptions and calls for a more nuanced and personalized approach to understanding language learning anxiety.

The results show a statistically significant difference in language learning anxiety between female and male EFL learners, where female EFL learners have higher levels of anxiety compared to male EFL learners. (Farhane-Medina, N. Z., Luque, B., Tabernero, C., & Castillo-Mayén, 2022) suggest that gender differences in language anxiety may be related to women's biological factors, the potential influence of brain structures, genetic factors, and fluctuations in sexual hormones are pointed out as causes of greater anxiety in women than man. (Qin, F., & Li, 2024); (Saracevic, J., Dubravac, V., Celjo, A. B., & Becirovic, 2021); (Vural, 2019); investigate the interaction between personality and language anxiety. They found that personality traits such as neuroticism and extraversion have a stronger influence on language anxiety than gender itself, supporting a more individualistic approach. The results show a statistically significant difference in language learning anxiety between bilingual and multilingual EFL learners, where bilingual EFL learners have higher levels of anxiety compared to multilingual learners.

The exploration of multilingualism and language learning anxiety reveals a sophisticated and multifaceted relationship that extends beyond simple linguistic competence. Contemporary research consistently demonstrates that multilingual experiences contribute significantly to reducing foreign language anxiety, with underlying mechanisms rooted in enhanced metalinguistic awareness, cognitive flexibility, and neurological adaptability. (Auerbach, 2023) highlight that multilingual learners develop unique psychological and cognitive advantages, including increased tolerance for linguistic ambiguity, more effective coping strategies, and a refined ability to transfer skills across language systems. The neurological research by (Gorba, F., & Colom, 2021), coupled with the theoretical framework of multi-competence introduced by Cook, provides compelling evidence that multilingualism is not merely about the number of languages mastered, but about developing a complex, adaptive linguistic mindset. While contextual factors such as age of acquisition, proficiency levels, and language similarities continue to moderate this relationship, the emerging consensus suggests that multilingual experiences fundamentally transform learners' approaches to language learning, significantly mitigating anxiety and enhancing overall linguistic confidence.

CONCLUSION

Regarding the research findings, it can be concluded that the hypothesis there is a significant effect of EFL learners' sociobiography, specifically age, gender, and multilingualism on their language learning anxiety is supported. The results suggest that factors such as age, gender, and multilingualism play a crucial role in influencing the levels of anxiety experienced by EFL learners during the language learning process. These findings emphasize the importance of considering socio-biographical characteristics when addressing FLA in educational settings. Age-related differences highlight the need for targeted interventions that account for developmental stages, while gender differences suggest the potential benefits of incorporating gender-specific strategies to reduce anxiety. Additionally, the advantages of multilingualism point to the value of leveraging the cognitive flexibility and metalinguistic awareness of multilingual learners to reduce anxiety in the language classroom.

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KEMENTERIAN HUKUM

SURAT PENCATATAN CIPTAAN

Dalam rangka pelindungan ciptaan di bidang ilmu pengetahuan, seni dan sastra berdasarkan Undang-Undang Nomor 28 Tahun 2014 tentang Hak Cipta, dengan ini menerangkan:

Nomor dan tanggal permohonan	:	EC00202506375, 14 Januari 2025
Pencipta		
Nama	:	**1. Indah Sulistiawati, S.Pd., 2. Dr. Abdul Haris Sunubi, M.Pd., 3. Dr. Magdahalena Tjalla, M.Hum., 4. Dr. Zulfah, M.Pd., 5. Dr. Mujahidah, M.Pd.**
Alamat	:	Dusun Labempa, RT/RW 002/001, Desa Wanio Timoreng, Panca Lautan (lautang), Sidenreng Rappang / Rapang, Sulawesi Selatan, 91672
Kewarganegaraan	:	Indonesia
Pemegang Hak Cipta		
Nama	:	**1. Indah Sulistiawati, S.Pd., 2. Dr. Abdul Haris Sunubi, M.Pd., 3. Dr. Magdahalena Tjalla, M.Hum., 4. Dr. Zulfah, M.Pd., 5. Dr. Mujahidah, M.Pd.**
Alamat	:	Dusun Labempa, RT/RW 002/001, Desa Wanio Timoreng, Panca Lautan (lautang), Sidenreng Rappang / Rapang, Sulawesi Selatan, 91672
Kewarganegaraan	:	Indonesia
Jenis Ciptaan	:	**Karya Tulis (Artikel)**
Judul Ciptaan	:	**The Impact Of EFL Learners' Sociobiography On Language Learning Anxiety**
Tanggal dan tempat diumumkan untuk pertama kali di wilayah Indonesia atau di luar wilayah Indonesia	:	5 Agustus 2024, di Parepare
Jangka waktu pelindungan	:	Berlaku selama hidup Pencipta dan terus berlangsung selama 70 (tujuh puluh) tahun setelah Pencipta meninggal dunia, terhitung mulai tanggal 1 Januari tahun berikutnya.
Nomor pencatatan	:	000845738

adalah benar berdasarkan keterangan yang diberikan oleh Pemohon.
Surat Pencatatan Hak Cipta atau produk Hak terkait ini sesuai dengan Pasal 72 Undang-Undang Nomor 28 Tahun 2014 tentang Hak Cipta.

a.n. MENTERI HUKUM
DIREKTUR JENDERAL KEKAYAAN INTELEKTUAL
u.b
Direktur Hak Cipta dan Desain Industri

Agung Damarsasongko,SH.,MH.
NIP. 196912261994031001

BIODATA PENULIS

Nama	:	Indah Sulistiawati
Tempat &Tgl. Lahir	:	Wanio Sidrap, 9 April 2001
Nim	:	2220203879102026
Alamat	:	Wanio Timoreng, Kec. Panca Lautang, Kab. Sidrap
Nomor Hp	:	0857-7784-0371
Alamat E-mail	:	indahsulistiawati94@gmail.com

RIWAYAT PENDIDIKAN FORMAL:

1. SD Negeri 3 Wanio Tahun 2012
2. SMP Negeri 2 Panca Lautang Tahun 2015
3. SMAN 8 Sidrap Tahun 2018
4. Pendidikan Bahasa Inggris IAIN Parepare Tahun 2022

RIWAYAT ORGANISASI:

1. PMII (Pergerakan Mahasiswa Islam Indonesia)
2. LIBAM (lintasan Imajinasi Bahasa Mahasiswa)
3. MASSIDDI (Mahasiswa Islam Sidenreng Rappang Indonesia) Kota Parepare
4. SEMA-I (Senat Mahasiswa Institut) IAIN Parepare
5. DEMA (Dewan Eksekutif Mahasiswa) Fakultas Tarbiyah
6. HMPS PBI (Himpunan Mahasiswa Prodi Pendidikan Bahasa Inggris)

KARYA PENELITIAN ILMIAH YANG DIPUBLIKASIKAN:

THE EFFECT OF EFL LEARNERS' SOCIOBIOGRAPHY TOWARDS THEIR LANGUAGE LEARNING ANXIETY