Research Paper

The Correlation among Anxiety, Language Learning Strategies and Speaking Skills at SMA Negeri 1 Pagelaran Pringsewu Lampung

Kaka Rossyana Pitono[1], Abdurrachman Faridi[2], Fahrur Rozi[3]

[1,2,3]English Language Education, Master Program of Universitas Negeri Semarang, Indonesia

Corresponding Author: Kaka Rossyana Pitono

ABSTRACT

This study's research was to determine whether there was a significant correlation among students' anxiety, language learning strategies, and speaking skills at SMA Negeri 1 Pagelaran Pringsewu Lampung. This type of research is a quantitative study. This research was conducted at SMA Negeri 1 Pagelaran Pringsewu Lampung with a population of XI IPA 3 and XI IPA 4 graders with a total of 54 students. Then the population is divided into two classes: the tryout class and the test class as the research sample. The instrument used in this research is a questionnaire on anxiety, language learning strategies, and speaking test. The data were analyzed using Multiple Linear Regression Formula in SPSS 25.0 for windows. The result of T-test 1 showed that the significant value was 0.03. It indicated .000 smaller than the value of $\alpha = 0.05$, whereas the calculated t value is greater than the table ($2.303 > 2064$). The result of T test 2 showed that the significant value was 0.02, which is smaller than the value of $\alpha = 0.05$ ($0.02 < 0.05$), and the t value is greater than the t table ($2.318 > 2.064$). F test showed that the significant value was 0.000 which is smaller than the value of $\alpha = 0.05$ ($0.02 < 0.05$) and the F value is greater than F tables ($16.729 > 3.39$). The result of the R square of coefficients determination was .582, which means the influence of anxiety and language learning strategies on speaking skills was 58.2%. Therefore, the hypothesis of all the results was Ho was rejected, and Ha was accepted. It means there is a correlation among students' anxiety, students' language learning strategies, and their speaking skills.

INTRODUCTION

Teaching English today has become more challenging than ever. To help students master language skills and in improving language skills proficiency, teachers must provide exciting and engaging teaching materials. There were several essential elements necessary in the process of learning and teaching foreign languages. That, included teachers, students, methods, materials, and evaluation. Good results and communication have harmoniously used these elements. There were several approaches to support the development of skills in language learning, namely the basis of language, methods, materials, motivation of students, and perspectives of students in learning languages. Then, in language learning, the influencing motivational factors play the most crucial such as the psychological factor of English foreign language anxiety. Psychological factors such as anxiety, lack of self-confidence, lack of motivation, and fear of mistakes are factors that usually prevent students from speaking". Psychological characteristics of individual students and their immediate psychological environments influence educational outcomes (cognitive, behavioral, and attitudinal), Reynolds and Walberg (1992)

As a means of communication, speaking skill is very connected with things that are influenced by psychological factors. The most common element in speaking skills is anxiety. Speaking skills appear when language is used in communicative situations, where language is critical as a communication tool. When students say, grammar, vocabulary, fluency, and pronunciation are used at the same time. When speaking a student tries to articulate the elements of language correctly and master the language's emphasis, intonation, and rhythm. However, several other essential factors are considered to affect language proficiency.

One of these factors is speaking anxiety. The student thinks they will make mistakes when talking to their teacher in the target language and have a certain stress level. Another expert said anxiety is thought of as feeling anxious and holding back in a place where others are (Jones, Briggs, and Smith, 1986). One of the anxiety factors is shyness; according to Zimbardo (1982), shyness is a highly individualistic state characterized by excessive egocentric preoccupation and overly concerned with social evaluation. Shy students are hesitant to speak, try to give short answers to questions, and prefer to be alone.

In addition, these students needed help in short conversations. They want to avoid participating in class activities and often avoid crowded environments. Even though students' speaking skills are advanced, they may need to be able to demonstrate them in class because of their shyness. Shyness would hinder a student like a barrier in the process of learning a language. Shy people often prefer to avoid being in a crowd and have difficulty meeting new people. They sometimes believe that everyone in their social circle sees them and worries.

To identify and eliminate problems experienced by students in the process of learning English or foreign languages, such as anxiety and foreign language anxiety should be addressed. These internal factors' psychological and neurological effects should be considered and examined. Therefore, this study would investigate the correlation among students' language anxiety as a psychological factor and language learning strategy on their speaking skills.

METHODS
Research Design
This research was developed utilizing a quantitative approach based on the topics examined. The quantitative approach is a knowledge discovery method that employs numerical data to learn more about what is already known. According to Tanzeh (2009), this methodology emphasizes the existence of variables as study objects, and these variables must be defined in the operational form of their respective variables. Data in the form of numbers or those that refer to quantities based on statistics are examined using this quantitative study.

The researcher used correlational research to carry out the investigation. According to Creswell (2012), Correlational designs offer the chance to forecast results and illuminate the connection between variables. A numerical index called the correlation coefficient tells us the strength and the direction of the association between two variables.

The challenge in this study was to determine the relationship between the three samples, particularly the relationship between students' anxiety, English language learning strategies, and speaking skills, The researcher employed correlation research to solve this difficulty. The computations were laid down as follows in the table below to help make things clearer:

Table 1. Factorial Design

Students' achievement	The factor that affects learning		
	Anxiety (X1)	English language learning strategy(X2)	
Speaking skills (Y1)	X1 –X2- Y1		Correlation

Based on the table above, it can be seen that in this study, there were independent variables (x1 and x2). The first variable was

the students' anxiety, while the second was the student's language learning strategy. Then there was one dependent variable (y1). The variable was students' speaking skills. Therefore, this study was to determine the correlation between anxiety and English learning strategies and speaking skills (x1-x2-y1).

Participants

In this research, the students of SMA Negeri 1 Pagelaran were taken as the Population. There are 40 students from two classes. Two classes, XI IPA 3 and XI IPA5 of SMAN 1 Pagelaran, were used by the researcher as the subject to collect the data. The researcher takes the students in the second grade of SMA Negeri 1 Pagelaran in the academic year of 2022/2023 as the Population. Four classes in the second grade, each consisting of 27 Students. So, the people at SMA Negeri 1 Pagelaran were 108 students in second grade.

Instruments

The instrument was a questionnaire and speaking test. The questionnaire used in this research was adapted from Horwitz, E.K., Horwitz, M.B., Cope, J. (1986), and Oxford (1990). The test consists of 40 items with no repetition of things. Anxiety was the odd point, and English language learning strategies were the even point. It is used to observe the students' personalities in the classroom, so the researcher classified students with high and low anxiety and English language learning strategies.

Before applying the questionnaire, the validity was analyzed using content validity. It was used to ensure the questionnaire's point was suitable with the personality characteristics, exceptionally high and low anxiety also English language learning strategies. After that, the questionnaire was consulted with the expert, namely the expert's judge approach. Then after consulting, the questionnaire will fix it properly.

This test was administered as a speaking examination, and numerous factors, including spelling and pronunciation, contributed to the final score. The table below displays the speaking skills evaluation criteria used to assess students' speaking abilities. The study was considered successful if the students significantly improved their grammar, vocabulary, comprehension, fluency, pronunciation, and task. This test was tested first, followed by the validity and reliability tests, before being utilized to support research. The test was a guarantee that you were eligible to take it.

Data Analysis Techniques

Quantitative data analysis was the method that the researcher employed for this investigation. Processing and presenting data, doing computations to describe data, and evaluating hypotheses with statistical tests are all parts of the data analysis process in quantitative research.

There were two parts to the instrument test: validity and reliability. The researcher used the product moment correlation formula to determine the validity of the description test. The researchers employed the SPSS (Statistics Product and Service Solution) 25.0 for Windows tool to assist in the calculation of the validity test.

Whether a test is reliable depends on how closely its results correlate with other tests or how well they can forecast the outcomes. Applying the Alpha- Cronbach formula, determine whether the research equipment is reliable. When evaluating the test items' reliability, the criteria were used in conjunction with the r product moment in the table; if $r11 < rtable$ the test item is unreliable, and if $r11 > rtable$, it is. The researcher employed the SPSS (Statistics Product and Service Solution) 25.0 for Windows tool to assist in the calculation of the reliability test.

To know the results of this research, The researcher used the multiple linear regression formula to find the correlation between three observed variables. T-test was used to find the significance between two independent variables, and F-test was used to find the significant correlation

between one dependent variable simultaneously toward the independent variable. The coefficient ofcorrelation or R is significant if the T observation's value is greater than the T table's value. Also, the F observation's value is greater than the F table's value. The test was conducted with the help of the SPSS 25.0 program for windows. After collecting the data, the researcher analyzed them to find the correlation between students' anxiety, English learning strategies, and speaking skills.

RESULT

This research employed two classes: the first was XI IPA 3 as the tryout class, and the second was XI IPA 4 as the subjects or samples of this research. There were 27 students in the tryout class and 27 in the research sample. At the beginning of the study, On November 18th, 2022, the tryout test was administered in XI IPA 3. In the second meeting, on February 23rd, 2022, the researcher conducted the research at XI IPA 4 as the sample class. In that class, the same instruments of validity and reliability were calculated, distributed, and administered. In the following section, the results of the study will be elaborated.

Validity and Reliability of The Questionnaire

In this research, a validity test was conducted to make sure whether the instrument was valid or not. Those tests were conducted by using SPSS 25. To decide this test, the data distribution can be said to be valid if the significant value is more than lower than 0.05. In comparison, the data are not distributed valid if the significance value is higher. Meanwhile, these instruments showed all the items of the instrument were valid. The significance of all the items was > 0.05, which means the instruments were valid.

After measuring the validity, the researcher conducted the reliability; in this research, the reliability was proposed to make sure that the instrument's data was accurate and

consistent to use. Thus, if data were not reliable, the instrument could not be applied. To ensure reliability, the researcher used the Cronbach Alpha formula in SPSS 25. Furthermore, the reliability test result is shown in table below.

Table 2. Reliability Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
.961	40

The table above showed the result of the reliability test of the instrument, from this table, the Cronbach's alpha of the instrument was .961. From this result, it can also be said that the instrument of this research was higher than 0.6. Therefore, it can be concluded that the instrument was reliable. From all the explanations above, the questionnaire results were valid and reliable.

Correlation Study Hypothesis

In this research, hypothesis testing was conducted to answer the research questions. Further, regarding data measurement, the researcher used SPSS for windows version 25.0 to tackle the statistical calculation as efficiently and effectively as possible.

Students' Low Anxiety and Their Speaking Skills Correlation Test

First of all, the first hypothesis of this research was whether there is any correlation between students' low anxiety and their speaking skills at SMAN 1 Pagelaran Pringsewu Lampung. To tackle this hypothesis, a statistical formulation Correlation Pearson Product Moment was used to analyze the result. The result of the analysis is presented in the following tables.

Table 3. Correlation Between Low Anxiety and Speaking Skills

Correlations		Low anxiety	Speaking skill
Low anxiety	Pearson Correlation	1	.956[**]
	Sig. (2-tailed)		.003
	N	6	6
Speaking skill	Pearson Correlation	.956[**]	1
	Sig. (2-tailed)	.003	
	N	6	6
**. Correlation is significant at the 0.01 level (2-tailed).			

From table 3 above, it can be seen that the significant value of the data was .003. In other words, it is lower than 0.05 that Ha was accepted and Ho was rejected. Therefore, it indicated that there is a correlation between students' low anxiety and students' speaking skills. Based on the information derived from Table 3, it can be concluded that students' low anxiety and speaking skill positively correlate.

Students' High Anxiety and Their Speaking Skills Correlation Test

The second hypothesis of this research was whether there is any correlation between students' high anxiety and their speaking skills at SMAN 1 Pagelaran Pringsewu Lampung. To tackle this hypothesis, a statistical formulation Correlation Pearson Product Moment was used to analyze the result. The result of the analysis is presented in the following tables.

Table 4. Correlation Between High Anxiety and Speaking Skills

Correlations		High Anxiety	Speaking skill
High Anxiety	Pearson Correlation	1	.839**
	Sig. (2-tailed)		.000
	N	21	21
Speaking skill	Pearson Correlation	.839**	1
	Sig. (2-tailed)	.000	
	N	21	21
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 4 above shows that the significant value of the data was .000. In other words, it is lower than 0.05 that Ha was accepted and Ho was rejected. Therefore, it indicated that there is a correlation between students' high anxiety and students speaking skills. Based on the information derived from Table 4, it can be concluded that students' high anxiety and speaking skill positively correlate.

Students' Memory Strategy and Student Speaking Skills Correlation Test

The Product moment correlation formula measured the correlation between the strategies and speaking skills in SPSS 25. The results showed that three strategies in language learning strategies were a positive correlation with students' speaking skills. The name of the strategies was memory strategy, cognitive strategy, and compensation strategy. The third hypothesis of this research was whether there is any correlation between students' memory strategy and their speaking skills. Dealing with this hypothesis, the following tables explain the result.

Table 5. The Correlation between Students' Memory Strategy and Their Speaking Skills.

Correlations		Memory strategy	Speaking skill
Memory strategy	Pearson Correlation	1	.956**
	Sig. (2-tailed)		.003
	N	6	6
Speaking skill	Pearson Correlation	.956**	1
	Sig. (2-tailed)	.003	
	N	6	6
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 5, above presented the score of the correlation between memory strategy and speaking skills, it could be seen that the significance was .003. It indicated that $0.003 < 0.05$. It means that Ho was rejected, and Ha was accepted. Therefore, it can be interpreted there is a correlation between memory strategy and speaking skills.

Students' Cognitive Strategy and Their Speaking Correlation Test

The fourth hypothesis of this research was whether there is any correlation between students' cognitive strategy and speaking skills. Further, the following tables present the result of the fourth hypothesis testing of the research. These tables include the result of the Pearson correlation and the significance.

Table 6. The Correlation between Students' Cognitive Strategy and their Speaking skills.

Correlations		Cognitive strategy	Speaking skill
Cognitive strategy	Pearson Correlation	1	.867*
	Sig. (2-tailed)		.002
	N	7	7
Speaking skill	Pearson Correlation	.867*	1
	Sig. (2-tailed)	.002	
	N	7	7
*. Correlation is significant at the 0.02 level (2-tailed).			

Table 6 above explained the correlation between students' cognitive strategy and their speaking skills. In the beginning, it could be seen that the significance was 0.002 < 0.05, which means that Ho was rejected and Ha was accepted. It can be concluded there is any correlation between students' cognitive strategy and their speaking skills.

Students' Compensation Strategy and Speaking skills Correlation Test

The fifth hypothesis of this research was whether there is any correlation between students' compensation and their speaking skills. Moreover, the following table explains the result of the fifth research hypothesis testing. They demonstrate the Pearson correlation and its significance.

Table 7. The Correlation between Students' Cognitive Strategy and Their Speaking Skills

Correlations		Compensation strategy	Speaking skill
Compensation strategy	Pearson Correlation	1	.898*
	Sig. (2-tailed)		.003
	N	5	5
Speaking skill	Pearson Correlation	.898*	1
	Sig. (2-tailed)	.003	
	N	5	5
*. Correlation is significant at the 0.01 level (2-tailed).			

Table 7. above shows the results of the correlation between students' compensation and their speaking skills. The table showed the significance was 0.003 lower than 0.05. It means Ho was rejected, and Ha was accepted. Therefore, it can be interpreted there is a significant correlation between students' compensation strategy and their speaking skills.

Students' Anxiety, Students' Language Learning Strategies and Speaking skills Multiple Linear Regression Test

Table 8. T-test 1 and T-test 2 of Multiple Linear Regression

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	26.392	4.910		5.375	.000
	ANXIETY	.295	.134	.404	2.203	.037
	LEARNING STRATEGY	.349	.151	.425	2.318	.029
a. Dependent Variable: SPEAKING SKILL						

The sixth hypothesis of this study was whether there is any correlation among students' anxiety, students' language learning strategies, and their speaking skills. To ensure the data, the researcher used Multiple Linear Regression in SPSS for Windows 25.0 version. The t-test, f-test, and coefficient determination analyzed the multiple linear regression. Completely looked at the tables below to know whether there is any significant correlation among students' anxiety, language learning strategies, and speaking skills. The table results of T-test 1 showed that the significant value was 0.03. It indicated .000 smaller than the value of $\alpha = 0.05$, whereas the calculated t value is greater than the table (2.303 > 2064). The result of T test 2 showed that the significant value was 0.02, which is smaller than the value of $\alpha = 0.05$ (0.02 < 0.05), and the t value is greater than the t table (2.318 > 2. 064).

Table 9. F Test of Multiple Linear Regression.

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1774.701	2	887.350	16.727	.000[b]
	Residual	1273.151	24	53.048		
	Total	3047.852	26			
a. Dependent Variable: SPEAKING SKILL						
b. Predictors: (Constant), LEARNING STRATEGY, ANXIETY						

The table showed the f test that the significant value was 0.000, which is smaller than the value of $\alpha = 0.05$ (0.02 < 0.05), and the F value is greater than F tables (16.729 > 3.39).

Table 10. Coefficients Determination of Multiple Linear Regression

Model Summary									
Model	R	R Square	Adjusted R Square	Std. The error in the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.763ᵃ	.582	.547	7.28340	.582	16.727	2	24	.000
a. Predictors: (Constant), LEARNING STRATEGY, ANXIETY									

The result of the R square of coefficients determination was .582, meaning the influence of anxiety and language learning strategies on speaking skills was 58.2%. Based on the calculation of the Multiple Linear Regression above, calculated using SPSS, the significant value was lower than 0.05, whereas the r value was greatest than the r table. So, three variables, anxiety, language learning strategies, and speaking skills, were correlated. Therefore, Ho was rejected and Ha was accepted. It means there is a correlation among students' anxiety, students' language learning strategies, and their speaking skills.

DISCUSSION
This section tells a discussion explaining the correlation among students' anxiety, students' language learning strategies, and their speaking skills. Initially, before giving the test, the researcher administered the anxiety and language learning strategies questionnaire to the students in XI IPA 3 as a tryout class. The questionnaire was in the form of multiple choices. In this case, the answers that students chose were to determine whether the instruments were valid and reliable. After that, the researcher calculated the tryout, used Pearson product-moment formulation for the validity test, and used Cronbach alpha formulation for the reliability test. The validity test result showed that all the signs of the items were lower than 0.05. It means all things of the instrument were valid. At the same time, the result of the reliability test was .961. It means higher than 0.6, it can be concluded the questionnaire was reliable.

The correlation between students' low anxiety and their speaking skills
The first objective of this research was to explain the correlation between students' low anxiety and their speaking skills. To calculate the statistical formulation, Pearson Product Moment was used. Further, based on the result of this statistical analysis, the significant value was .003. In other words, it is lower than 0.05 means that Ha was accepted and Ho was rejected. Therefore, it indicated that there is a correlation between students' low anxiety and their speaking skills. From this result, it can be inferred that the students with low anxiety also have high in speaking skills. From the first hypothesis testing, it can be known that the significance of the data was good. This result proves that anxiety was essential in learning and significantly influenced students' speaking skills.

The correlation between students' high anxiety and their speaking skills
The second objective of this research was to explain the correlation between students' high anxiety and their speaking skills. The result indicated that there is any positive correlation between students' high anxiety and their speaking skills. The significance was .000. It told that 0.000 < 0.05. Related to the hypothesis testing, this result indicated that Ho was rejected and Ha was accepted. Therefore, it means that there was a correlation between students' high anxiety and their speaking skills. From this result, it can be inferred that students with high anxiety also have low speaking skills.

The correlation between students' memory strategy and their speaking skills.
The third objective of the study was to explain the correlation between students' memory strategies and their speaking skills. The result showed that the significance of the testing was .003. It can be analyzed that it was lower than 0.05. So, related to the

hypothesis testing, it means that Ho was rejected and Ha was accepted. Therefore, there was a correlation between students' memory strategies and their speaking skills. In other words, the correlation was positive.

The correlation between students' cognitive strategy and their speaking skills.

The fourth objective of the study was to explain the correlation between students' cognitive strategy and speaking skills. The result showed that the significance of the test was .002. It indicated that .002 < 0.05. Related to the hypothesis testing, it noted that Ho was rejected and Ha was accepted. It means that there is a correlation between students' cognitive strategy and their speaking skills. It means that the cognitive strategies were influencing students in speaking.

The correlation between students' compensation strategy and their speaking skills

The fifth objective of the study was to explain the correlation between students' compensation strategy and their speaking skills. Then, the result showed that based on the significant score was .003. It means the significance of the test is lower than 0.05. Related to the hypothesis testing, it indicated that Ho was rejected and Ha was accepted. It means that there is a correlation between students' compensation strategy and their speaking skills. In other words, the compensation strategy was to influence students' speaking skills.

The correlation among students' anxiety, students' language learning strategies, and students speaking skills

The sixth objective of the study was to explain if there is any correlation among students' anxiety, students' language learning strategies, and students speaking skills. The statistical formulation of Multiple Linear Regression was used. Further, based on the result of this statistical analysis, the significant value of T-test 1

and T-test 2 were 0.03 and 0.02. In other words, they were lower than 0.05. T value of t-test one higher than the t-table (2.303 > 2.064), t-value of t-test two higher than the t-table (2.318 > 2.064). The F-value of the f-test was higher than the f-table (16.727 > 3.39). And the result of the R square of coefficients determination was .582, meaning the influence of anxiety and language learning strategies on speaking skills was 58.2%. That means Ha was accepted, and Ho was rejected. Therefore, it indicated that there is a correlation among students' anxiety, students' language learning strategy, and their speaking skills. It can be concluded that the anxiety and language learning strategies were influencing students speaking skills. Students with low anxiety and high language learning strategies were high in speaking skills.

CONCLUSION

This study explains the correlation among students' anxiety, language learning strategies, and speaking skills at SMAN 1 Pagelaran Pringsewu. The data are obtained from students XI IPA 3 as the tryout class and XI IPA 4 as the test class. From the findings described in the previous chapter, it can be concluded that there is a correlation among students' anxiety, language learning strategies, and speaking skills. The conclusion is taken from the data showing the significance of the three variables is lower than 0.05. It can be concluded there are positive correlations among students' anxiety, students' language learning strategies, and students speaking skills. From the result in this case, the three variables correlate, which means the students' anxiety and language learning strategies influence students' speaking skills.

REFERENCES

1. A, Siegel, (1997). Statistik non parametrik untuk ilmu-ilmu sosial, Gramedia.
2. A, Demutskaa., & L, Kiropoulosc. (2021). Depression and anxiety symptoms in russian-speaking skilled immigrants living in australia: a comparison with anglo-

australians and russian-speaking non-immigrants. International Journal of Intercultural Relations, 84(2021)1–1. https://doi.org/10.1016/j.ijintrel.2021.06.008

3. A, Rafsanjani., Suwandi., & Dwi, A. L. (2020). The effectiveness of role-play and information-gap in e – teaching speaking skill for high-low self-confident students. English Education Journal, (4) (10) 493-503. https://DOI10.15294/eej.v10i4.39569

4. A, Verbree., L, Maasb., L, Hornstrac, et. al. (2021). Personality predicts academic achievement in higher education: differences by academic field of study?. Learning an Individual Differences. https://doi.org/10.1016/j.lindif.2021.102081

5. Agustina, V. (2019). Real teaching: anxiety and solution. Journal of English Education. 8(1), 73-80. doi: 10.25134/erjee.v8i1.2068.

6. Aizawa, Y., & M, A. Whatley. (2006). Gender, shyness, and individualism-collectivism: a cross-cultural study. Race, Gender & Class, 13 (1/2), 7-25. https://www.jstor.org/stable/41675217

7. American Library Association. (2008). Speaking technically. American Libraries, 39 (7), 54-57. https://www.jstor.org/stable/25650029

8. Baxter, L., Burton, A., & Fancourt, D. (2022). Community and cultural engagement for people with lived experience of mental health conditions: what are the barriers and enablers?. BMC Psychology, 10 (1), 71. 10.1186/s40359-022- 00775-y.

9. Brown, H. D. (1987). Principles of Language Learning and Teaching. Englewood Cliffs, Prentice Hall, Inc.

10. Brown, H. D. (2001). Teaching by Principles: An interactive Approach in Language Pedagogy. (2nd Ed). Pearson Education co.

11. C, Mazizah., Suwandi., & R, Hartono. (2021). The effectiveness of team teachingand blended learning strategies in speaking class to students with different personalities. English Education Journal ,11 (1) (2021) 17-26. http://journal.unnes.ac.id/sju/index.php/eej

12. Carolien, C., Irene, D., Vallentina, et. al. (2022). Anxiety increases information-seeking in response to large changes. Nature Research, 12:7385. https://doi.org/10.1038/s41598-022-10813-9

13. C, S. Chai., Lung-Hsiang, W., & Ronnel, B. K. (2016). Surveying and modeling students' motivation and learning strategies for mobile-assisted seamless Chinese language learning. Journal of Educational Technology & Society. 19 (3), pp.170-180. https://www.jstor.org/stable/10.2307/jeductechsoci.19.3.170

14. Ciardo, A., Simon, M. M., Sonnenschein, S. K. et. al. (2022). Impact of the COVID-19 pandemic on oral health and psychosocial factors. Scientific Reports, 12 (1), 4477. 10.1038/s41598-022-07907-9.

15. Cindy, X. W., Zhang, M., Justin, C. et. al. (2021). Evaluating depression and anxiety throughout pregnancy and postpartum: impact of the COVID-19 pandemic. American Journal of Obstetrics & Gynecology MFM, 9333(22), 00047-7. https://doi.org/10.1016/j.ajogmf.2022.100605

16. Condon, M., & Ruth-Sahd, L. (2013). Responding to introverted and shy students: Best practice guidelines for educators and advisors. Open Journal of Nursing, 3, 503-515. doi: 10.4236/ojn.2013.37069.

17. Cresswell, J. W. (2012). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. Pearson Education.

18. Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. Psychometrika, 16(3), 297-334

19. Horwitz, E. K. (2001). Language anxiety and achievement. Annual Review of Applied Linguistics, 21, 112-126. https://doi.org/10.1017/S0267190501000071

20. Jones, W. H., Briggs, S. R., & Smith, T. G. (1986). Shyness: conceptualization and measurement. Journal of Personality and Social Psychology, 51(3), 629- 639. doi: 10.1037//0022-3514.51.3.629

21. Oxford, R. L. (1990). Language learning strategies: What every teacher should know. Heinle & Heinle Publishers

22. Pearson, K. (1936). Method of moments and method of maximum likelihood. Biometrika, 28, 34-59.

23. Tanzeh, A. (2009). Pengantar Metode Penelitian, Teras.

24. Walberg, H. J. (1981). A psychological theory of educational productivity. In F. H. Farley & N. Gordon (Eds.), Psychological and Education.

******