

An Analysis of Students' Anxiety Level in English Oral Performance Viewed from Their Personality

Angelia Cipta Riska Nabella¹, Mashlihatul Umami²
{angeliaciptariskanabella@gmail.com¹, umamie@uinsalatiga.ac.id²}

English Education Program, UIN Salatiga¹, Indonesia

DOI: 10.37729/scripta.v10i2.3304

Abstract. The aims of the research were to analyze the students' anxiety levels in English oral performance viewed from their personality and the alternative solutions to overcome students' anxiety in speaking English at the sixth semester students IAIN Salatiga by using survey methods. To select the participants, the researcher chose students' randomly, which consisted of 23 pupils to answer two questionnaires from The Foreign Language Classroom Anxiety Scale (FLCAS) and Eysenck Personality Inventory (1959) and interview guidelines[1]. In this research there were three processes for analyzing data, including: data condensation, data display, and drawing conclusion. The implications of this paper are reduced language proficiency, self-esteem, academic performance, impaired fluency and negative attitude towards English. Finally, the result was 1) The anxiety level in speaking was anxiety level of 23 participants is 2 students at a very relaxed anxiety level (9%), 7 students at relaxed anxiety (30%), 11 participants at the level of mild anxiety (48%), 1 person at the anxiety level (4%) and 2 students were very anxious (9%). There are 5 extroverts whose average scales are 1 person is very relaxed, 2 students are at a relaxed level and 2 others are slightly anxious. Meanwhile, there are 18 introverts whose average scale is at a slightly anxious level. 2) The dominant factor in students' anxiety in speaking English for extroverts are the language factor and stage fear. For introverts, the dominant anxiety factors are peer factors, lack of confidence and shame, past experiences and irrational thoughts.

Keywords: Students' anxiety level, English speaking skill, Personality

1. Introduction

Anxiety among students has become a pressing concern in today's educational landscape. The demands of academic life, coupled with the challenges of navigating a rapidly changing world, have led to an increased focus on understanding and addressing students' mental health. While anxiety is a common experience, its intensity and impact can vary significantly from one individual to another. This variation has prompted researcher to explore the role of personality traits in shaping students' anxiety levels in speaking English.

Anxiety is a psychological disorder marked by feelings of concern, anxiety, or dread that are sufficiently severe to interfere with daily activities [2]. Anxiety is a condition that manifests itself in specific circumstances and is frequently triggered by observable triggers. Furthermore, anxiety as a set of behavioral reactions to unexpected situations [3]. Furthermore, demonstrates that anxiety is a common and widespread illness that people can suffer from [4].

Speaking anxiety has been explored in a number of studies relevant to this research, with various levels of success. executed the first study, which focused on gender and foreign language anxiety among Yemeni University EFL students, specifically in all four abilities and year of study [5]. The 155 students chosen for this study's sample were drawn at random from the English Department of the Faculty of Arts at the University of Yemen. There was no discernible difference in levels of anxiety between the study year and the foreign language, according to their outcomes. It was also implied that the effect of novelty and the impact of the native language were other variables that influenced this relationship.

Students' anxiety by Non-English Education program-student in Universitas Muhammadiyah Purworejo. It is because of unexperienced in spoken and written English [6]. Another research was about students' anxiety in listening comprehension and its solution [7], [8].

Speaking anxiety is an unwillingness to communicate verbally [3], [9] When speaking in front of a large group of people, a person may experience anxiety. when required to speak in English in front

of their peers, students may feel attacked, uncomfortable, and displeased [4]. Language anxiety, may be caused by classroom activities that require students to speak their target language aloud or in front of their peers [10], [11]. The findings agreed with those who stated that the most frequently stated issues faced by both beginning and advanced EFL learners is anxiety connected with speaking in public with others while learning a foreign language [12] [13], [14].

Fear of speaking English is one of the problems that students often encounter when learning English becomes a challenge for all who study it, one of which is intended for sixth-semester students at IAIN Salatiga, who sometimes feels shy and has to start improving his speaking skills, for example, when given the choice of speaking courses in semesters one through three with a native Indonesian and a native English speaker.

They prefer to take lessons with Indonesian lecturer than native speaker because they are afraid of dealing with native English speakers, of certain errors. This is consistent with pre-research with observations by the researcher, the facts in several expression courses in the class of 2018. Of course, from the presentation of this problem, we know that they feel very anxious and worried about their speaking skills.

The second previous study carried out the second study, which examined students' speaking anxiety. Purposive sampling was used to select 21 students for a descriptive quantitative design. A questionnaire with 30 statements was used to identify the six factors that contributed to speaking anxiety [15]. Being sensitive to anxiety, overestimation of fear, overreaction to threats, irrational opinions, slow self-esteem, and incorrect interpretation of body messages are some of the underlying causes. Additionally, the students' excessive sensitivity to the threat was the main factor that prevented them from speaking confidently.

the third previous related study that also examined anxiety while speaking in English and the various coping mechanisms used to deal with it. A state university in the Philippines provided 55 participants for semi-structured interviews [16]. The researcher primarily chose five pupils from this category who displayed the greatest levels of anxiety to collect data. The results showed that students of English encounter emotional, physical, and cognitive difficulties when speaking the language. Anxiety was described as a dread of receiving unfavorable comments. The students used a variety of coping mechanisms to deal with their anxiety, including reading dictionaries and books written in English. These techniques assisted them in writing their thoughts down, overcoming being shy, and opening themselves up to teacher criticism and advice.

In another case, the biggest challenge for some to speak English. The resulting fear reaction can be categorized as the emergence of feelings of fear, anxiety, unstable emotional surge [17]. There is an advanced psychological theory saying that there are three types of humans namely Introvert, Extrovert and Ambivert, even these characters have differences in their behaviors, attitudes and there are two types of personality, namely introvert and extrovert, even in each personality that has its own characteristics and characteristics [18]-[19].

This is also expressed people with an introverted personality have tend to be thinking oriented and prioritize feelings, unlike someone with an extroverted personality type who has to care about feelings become very sociable and enjoy socializing with the world and other people [18]-[20].

This difference in attitude gives a difference in motivation in particular to speak English also shown in the fourth previous study from. This difference of foreign language proficiency, English also been proven in) [21]. The conclusion was that students with introverts and extroverts have several different ways to master a second language. In fact, this study only discusses the relationship between introvert and extrovert personalities in mastering a second language, English.

Then, the next previous study reveals that the study has several findings, including differences in learning and attitudes between extroverts and introverts [22]. This is also very different where in the previous study it discussed the problem of students' learning and attitude as seen from their personality.

The other previous study also stated who concentrated on Saudi tertiary, looked into gender distinctions and the levels of anxiety EFL students experience when speaking a foreign language at year level [23]. This study is quantitative, and the main method of data collection was questionnaires. This research, which included 158 Saudi EFL university students, demonstrated that anxiety variations did not follow an identical pattern when deviations were analyzed by gender. The primary causes of speaking anxiety among EFL undergraduates in Saudi Arabia include test-related anxiety, conversation anxiety, and evaluation anxiety. Additionally, there were not any statistically noteworthy variations in speaking anxiety among year-level outcomes.

So, this is different from the type of research the researcher conducted which analyzed the level in speaking English seen of the personality of Introvert and Extrovert in IAIN Salatiga. This study may also explain about students' anxiety level when they are speaking English [24], [25].

Based on evidence from some previous studies above has proven that research on anxiety levels English speakers viewed from their personality has never been and this type of research is very rarely found in some articles.

Based on many studies described above, the also found a novelty compared to the selected that no study has been reviewed and examined from the perspective of students' personality especially from their Introvert and Extrovert personalities and anxiety among English speaking students. In this study, there are several issues to be investigated in this paper, including:

1. What are the students' anxiety level in speaking English viewed from their personality?
2. What are the factors which dominate students' anxiety in speaking English viewed from their personality?

2. Method

Survey methods with mixed data were used in this study. survey method is a research technique that involves collecting data from a sample of individuals or respondents through a structured set of questions or items. Surveys are widely used in various fields, including social sciences, market research, and public opinion polling, to gather information about people's opinions, attitudes, behaviors, and demographics [26]. Surveys can be conducted using different mediums, such as paper questionnaires, online forms, telephone interviews, or face-to-face interviews, depending on the research objectives and target population [27].

The scope of this study was twenty-three students of IAIN Salatiga in the sixth semester in the academic year 2021/2022 who were randomly selected and volunteered. For data collection techniques, researcher prefer to use interview guidelines to find out the dominant factors that can cause them to speak English and two questionnaires, such as the FLCAS questionnaire which is used to analyze the level of anxiety of students in speaking English, and the second questionnaire used Eysenck Inventory Personality Questionnaire from Hans Jürgen Eysenck dan Sybil B. G. to analyze the subject's personality type whether introvert or extrovert[1] [28]. It is from these two questionnaires that will later become a reference for researchers in determining the level of student anxiety seen from their personality type. Then, for resulting the score researcher used Oetting's scale [29].

Table 1. FLCAS Anxiety Adapted by Oetting's Scale

Range	Anxiety Levels
33 – 65	Very Relax
66 – 86	Relax
87 – 107	Slightly Anxious
108 – 123	Anxious
124 - 165	Very Anxious

3. Findings

1. Level of Students' Anxiety in Speaking English

In this research to measure the anxiety level of students, researcher used The Foreign Language Classroom Anxiety Scale (FLCAS) [1].From FLCAS questionnaire by Horwitz, the researcher will find out what percentage or level of student anxiety when they speak English. The results of this research are:

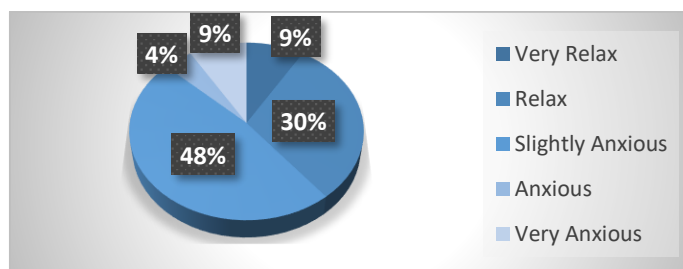


Chart 1. Chart of Result Students' Anxiety Level

Based on the results of the FLCAS table above, it can be inferred that of the 23 participants investigated, the other two students were said to be in the highly relaxed category in the level of anxiety speaking English with a percentage (9%) and each of them had a final score of 33 to 65. Then, 7 out of 23 students were in the relax category in the speaking English anxiety level, with a proportion of 30%, and each participant got a score ranging from 66 to 86. Meanwhile, 11 additional pupils (48% of the total) were classified as slightly nervous. This number has a final score ranging from 87 to 107. The participants who are slightly nervous about speaking English is likewise the greatest.

Finally, one out of every 23 students were classified as apprehensive, with a final score ranging from 108 to 123 (4%). The remaining two people in nervously speaking English. Of course, this has the biggest range and level of anxiety, which is 124 to 165, indicating that pupils are afraid and nervous when speaking English. Based on findings of the 23 people, the majority of pupils experienced mild anxiety.

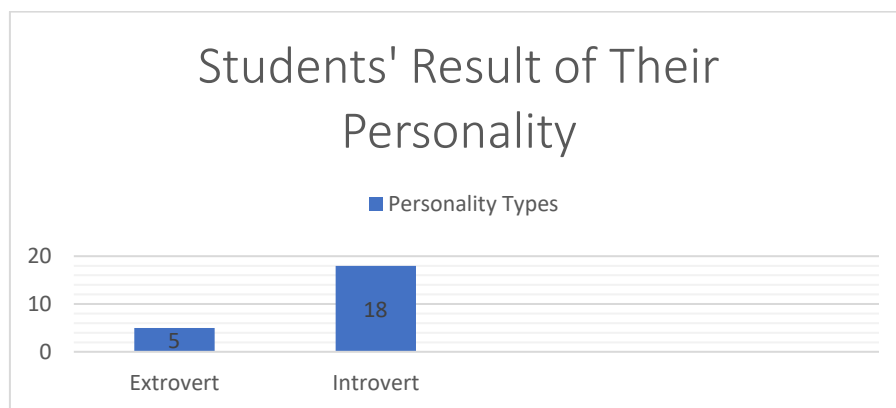


Chart 2. Students' Result Their Personality

Meanwhile, for the results of the personality test using the Eysenck Personality Inventory there were 5 people who had an extrovert personality, because the total number of points obtained was 12 [28]. Meanwhile, 18 students were declared to have an introvert personality. It's according to a score of less than 12 points in accordance with the provisions of the Eysenck Personality Inventory.

4. Discussion

Level of Students' Anxiety in Speaking English

The FLCAS Questionnaire which was used by researcher to evaluate students' levels of speaking anxiety in English, provided 33 questions that each pupil had to respond to in their own words. From the chart above shows that there are differences in the levels of anxiety among students in the English Education Department. There were five levels of anxiety in speaking English that the students who made up the 23 participants who were chosen voluntarily experienced: very relaxed (within the range of 33 to 65), relaxed (within the range of 34 to 86), slightly anxious (within the range of 87 to 107), anxious (within the range of 108 to 123), and very anxious (within the range of 124 to 165).

So, there are four levels of human fear. The classification of fear types by Stuart & Sundeen is shown as follows:

Mild anxiety, the first type is the level of anxiety caused by events that occur in everyday life. At this first anxiety level, a person feels wary and suspicious of everything around them. This level is the initial level, so, pupils can still control themselves.

Moderate anxiety, in this second level of fear, a person usually focuses only on the problem at hand, and usually this person quickly narrows his or her views and thoughts, causing frustration and stress. Thus, a person suffering from this level of anxiety may feel tired, have palpitations, have tense muscles, speak rapidly and incoherently, and get angry easily to the point of crying for no apparent reason. even do.

Severe anxiety, in this third level of fear, the person experiencing it feels that the cause of the fear he is feeling is that he is so focused on one thing that he cannot think of anything else, leading to a

feeling of hopelessness. often occur at this level. People are prone to insomnia, headaches, nausea, excessive confusion, and can even cause diarrhea.

Panic anxiety level, at the last level of fear, this goes into a closed state and there is nothing right in any direction. hallucinations, etc. Therefore, anyone experiencing it should have their mental health checked by their local psychiatrist. Even though Stuart & Sundeen claim that this could take the form of severe anxiety, people who experiences it only concentrate on the cause of their anxiety and are unable to think about anything else, leading to feelings of desolation [30], [31].

Meanwhile, from the results of research using two questionnaires that measure anxiety levels and personality types, it can be concluded that can be demonstrated by the fact that the five students with extrovert test results had nervousness in speaking at a relaxed and very relaxed level. Meanwhile, 5 additional introvert pupils with a relaxed of anxiety level, while the remaining 13 have introvert test answers ranging from mild anxiety to very nervous.

Anxiety can be caused by a variety of factors, including fear of making mistakes and apprehension about speaking up during class for fear of being judged and having a negative perception of them [32].

Meanwhile, 13 students with moderate to high anxiety levels also had introvert personality test findings. Even during an interview, they tend to be hesitant and give short responses. In contrast, the five students who were extroverts throughout their interview tended to be calmer and spoke more. The majority of students who obtain higher marks in speaking English are extrovert students who like to discuss, are easy to get along with, enjoy talking, and have an open approach toward people.

However, the five people who had a relaxed anxiety level but introverted test results still had good communication skills and were cool when spoken to. This is consistent with the findings of Swain & Burnaby, who claim that introverts are superior learners when it comes to methodical study [33].

Dominant Factors of Anxiety Level in Speaking English

Furthermore, to determine the dominant factor of student anxiety, the researcher conducted an interview guideline to 23 pupils. Accordance with Rajitha and Ridho, various reasons contribute to an individual's fear of speaking, including language issues, grammar and pronunciation factors, peer factors, stage fear, lack of confidence, and also embarrassment [12], [34]. In addition to Tseng, social position can also contribute to a person's anxiety and fear of speaking. Other factors that trigger speech anxiety include gender, self-perception, social context, and cultural differences. In line with the factors that cause language anxiety in students are[6]:

I am afraid of being laughed at.

Fear of being the center of attention

Inability to express ideas

Then, in addition there are several factors that make people afraid to speak. linguistic factors, grammatical and pronunciation factors, peer factors, stage anxiety, lack of self-confidence, and shyness. This is certainly an obstacle for them to speak English as well [12].

From the findings obtained by the researcher through the interview guideline, there are various major elements in speaking English anxiety based on their personality, including linguistic factors and stage fright for extrovert pupils. The primary anxiety factors for introvert pupils are peer issues, lack of confidence and guilt, past experiences, and irrational ideas.

5. Conclusion

Based on the findings can be concluded, there are several things that cause a person to be afraid of speaking English, one of which is the influence of the person's own personality. As it is well known that personality has two types namely Introvert and Extrovert where these two personality types have differences from each other which causes anxiety in speaking English. One of the causes of one's fear of speaking English and the main factor is the fear of mispronunciation, the use of grammar and having a bad experience. This is proven by the existence of this research. According to the findings of the preceding research, 5 among to 23 students had extrovert personalities with varying levels of anxiety, but 2 among to 5 extroverts had relaxed anxiety levels. Meanwhile, one of the other students was extremely relaxed, while the other two participants were slightly concerned. In addition, 18 participants have introvert personality types, which have a wide range of levels, dominated by 9 students with a little anxious anxiety level, 1 student with an anxious level, then 2 students with a very anxious level and the last 6 pupils in the relaxed anxiety level.

The researchers also found that 5 from 20 participants had extrovert personalities who revealed factors that influenced them to be frightened and anxious to speak English, one of which was stage fright and language factors, such as fear of pronouncing the wrong words, lack of vocabulary, and incorrect use of grammar. Meanwhile, they are 18 Introvert participants reported other elements that became dominant in triggering anxiety in speaking English, specifically peer factors, lack of self-confidence and humiliation, having terrible past experiences, and irrational ideas. So, feeling anxious in speaking English is a natural thing. We as foreign language learners must be able to control our feelings of anxiety and fear when we want to speak English by increasing our self-confidence, learning motivation, seeking good support from friends and family and continuing to hone our speaking English skills by learning vocabulary and pronunciation. Because making mistakes in learning is a natural thing even anyone in this world is not immune from mistakes. Because experience is the best teacher. So, from this result, the researchers hopes that this research can be useful and can be used as a reference for teachers or researchers in the future. For future researchers, they can further develop research results that have not been found properly and complement all the deficiencies that exist in this study. Thus, this research will be perfect and can provide benefits for knowledge and learning resources in the future.

6. References

- [1] E. K. Horwitz, M. B. Horwitz, and J. A. Cope, "Foreign Language Classroom Anxiety"," *The Modern Language Journal*, vol. 70, no. 2, 1986, doi: 10.2307/327317.
- [2] T. J. Huberty, "Anxiety and depression in children and adolescents: Assessment, intervention, and prevention," in *Anxiety and Depression in Children and Adolescents: Assessment, Intervention, and Prevention.*, Bloomington, USA: Dept. Counseling & Educational Psychology, Indiana University, 2013. doi: 10.1007/978-1-4614-3110-7.
- [3] B. S.H, *The Sources Of Foreign Language Speaking Anxiety And The Relationship Between Proficiency Level And Degree Of Foreign Language*". Bilkent University Library, 2009. [Online]. Available: <http://hdl.handle.net/11693/14917>
- [4] Sari, "D."Speaking anxiety as a factor in studying EFL"," *ENGLISH EDUCATION JOURNAL (EEJ)*, [Online]. Available: <https://core.ac.uk/download/pdf/291613768.pdf>
- [5] A. A. Yassin and N. A. Razak, *Investigating The Relationship Between Foreign Language Anxiety In The Four Skills And Year Of Study Among Yemeni University EFL Learners*", vol. 23, no. 3. 3L: Language, 2017. doi: 10.17576/3L-2017-2303-11.
- [6] P. Fawwaza Alya Paramarti, T. Tusino, Sri Widodo, and E. Sunjayanto Masykuri, "The Students' Writing Anxiety at The Fourth Semester Students in Academic Writing Class," *Edulitics Journal*, vol. 8, no. 1, 2023, doi: <https://doi.org/10.52166/edulitics.v8i1.4099>.
- [7] Hari Purnomo Asmoro Aji, S. Widodo, E. S. Masykuri, and I. I. Nugraheni, "Students' Problems in Building up English Vocabulary," *scripta*, vol. 10, no. 1, pp. 44–58, May 2023, doi: 10.37729/scripta.v10i1.2353.
- [8] I. Edi Sunjayanto Masykuri Ike Nugraeni, J. Kumar, "Performing Discourse Student's Skill by Using Video," in *Islam, Media, and Education in Digital Era*, Taylor and Francis, 2022, pp. 336–319.
- [9] S. Edition, E. S. Masykuri, P. Studi, P. Bahasa, and U. M. Purworejo, "SELF-MOTIVATION IN USING ENGLISH ON GROUP PRESENTATION IN STUDENT OF SMK MUHAMMADIYAH KAJEN," no. May, pp. 95–100, 2016.
- [10] Zulfikar, "Reducing EFL Learners' Speaking Anxiety Through Selective Error Correction And Group Work"," *LET: Linguistics, Literature and English Teaching Journal*, 2022, [Online]. Available: <http://jurnal.uin-antasari.ac.id/index.php>
- [11] S. Shintiani, S. Sukarni, and Edi Sunjayanto Masykuri, "Teacher's Strategies of English Online Learning during COVID-19 Pandemic in SMA N 8 Purworejo," *Scripta: English Department Journal*, vol. 9, no. 2, pp. 172–181, 2022, doi: 10.37729/scripta.v9i2.1470.
- [12] K. Rajitha and C. Alamelu, "A Study Of Factors Affecting And Causing Speaking Anxiety"," *Procedia Computer Science*, vol. 172, pp. 1053–1058, 2020, doi: 10.1016/j.procs.2020.05.154.
- [13] E. S. Masykuri, "Analysis the Clauses Using Modal with Perfect Infinitive on Novel the Other Side of Midnight and Its Translation in Bahasa Indonesia," *Jurnal Pendidikan Surya Edukasi*, vol. 1, no. 1, p. 121670, 2015.
- [14] N. Prihatini, S. Sudar, and Edi Sunjayanto Masykuri, "The Impact of Using Blended Learning to Improve Reading Comprehension," *Scripta : English Department Journal*, vol. 10, no. 1, pp. 128–139.

- [15] E. A. Pratiwi, "An Analysis Of Students Speaking Anxiety (A Descriptive Study At The Third Semester Of English Department Students In Muhammadiyah)", *Skripsi*, 2020.
- [16] I. M. Pabro-Maquidato, "The Experience Of English-Speaking Anxiety And Coping Strategies: A Transcendental Phenomenological Study", *International Journal of TESOL & Education*, 2021.
- [17] R. M. Liebert and Morris, *Cognitive and Emotional Components of Anxiety: A Distinction and Some Initial Data*. Psychological Reports, 1967.
- [18] W. & C. G. Jung. McGuire, *Speaking: Interviews and Encounters*. Princeton: NJ: Princeton University Press, 1977.
- [19] M. R. Khodareza and M. Taheri, "The Effect of Audiovisual Aids on Extrovert and Introvert Learners Speaking Ability. Tonekabon, Iran. Islamic Azad University", *Indian Journal of Fundamental and Applied Life Sciences*, pp. 2231–6345, 2015.
- [20] S. D.P and S. S.E, *Theories of personality*. United State: Wadsworth, Thomson Learning Inc, 2005.
- [21] F. Suliman, "The Role of Extrovert and Introvert Personality in Second Language Acquisition". Misurata University Faculty of Arts English Department Libya, *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, vol. 20, no. ue 2/V, pp. 109–114, 2015.
- [22] A. Lestari, C. S., and Luwandi, *An Analysis on the Relationship of Introvert Extrovert Personality and Students' Speaking Performance*. Pontianak: Tanjungpura University, 2013.
- [23] M. N. Khreisat, "Investigating Foreign Language Speaking Anxiety Levels Among Saudi Tertiary Students: Gender And Year Level Differences", *The Journal of AsiaTEFL*, vol. 19, no. 2, pp. 451–468, 2022, doi: 10.18823/asiatefl.2022.19.2.4.451.
- [24] Muhammad Fajar Sudrajat, A. Ngafif, and E. S. Masykuri, "The Correlation between Students' Habit in Watching Western-Movie and Listening Skill," *scripta*, vol. 7, no. 2, pp. 25–34, Jan. 2021, doi: 10.37729/scripta.v7i2.699.
- [25] E. S. M. M. W. Latifah and F. Nuraini, "PRAGMATIC STUDIES: THE USE OF CODE-SWITCHING IN JAVANESE ART PERFORMANCE DONE BY STUDENTS OF SMPN 1 KESESI KABUPATEN PEKALONGAN," presented at the ELTiC CONFERENCE, 2017.
- [26] Sugiyono, *Statistika untuk Penelitian*. Bandung: Alfabeta, 2010.
- [27] D. Nunan, *Research Methods in Language Learning*. America: Cambridge University Press, 1992.
- [28] H. J. Eysenck, *Psychological Types: The Inequality of Man*. New York: Harcourt Brace. Harcourt Brace: New York, 1975.
- [29] A. Daud, F. Ras, Novitri, and C. A, "Factors Contributing to Speaking Anxiety: A Case Study of Pre- Service English Teachers," *Journal of Educational Sciences*, vol. 3, pp. 412–422, Sep. 2019, doi: 10.31258/jes.3.3.p.412-422.
- [30] Stuart and Sundeen, *Buku Saku Keperawatan Jiwa*, 3 Alih Bahasa Achir Yani. Jakarta: EGC, 1998.
- [31] Edi Sunjayanto Masykuri and B. Basuki, "Students' perception of digital media for English teaching learning," *Teaching Englis as A Foreign Language Jornal*, vol. 1, no. 1, pp. 64–73, 2022, doi: 10.12928/tefl.v1i1.171.
- [32] M. Tzoannopoulou, "Foreign Language Anxiety And Fear Of Negative Evaluation In The Greek University Classroom", *Selected Papers on Theoretical and Applied Linguistics*, vol. 21, no. 0, pp. 823–838, 2016, doi: 10.26262/istal.v21i0.5272.
- [33] M. Swain and B. Burnaby, "Personality Characteristics and Second Language Learning in Young Children: A Pilot Study. Working Papers on Bilingualism, No. 11.," 1976. [Online]. Available: <https://api.semanticscholar.org/CorpusID:141190565>
- [34] R. Firdaus, W. Wahyudin, and T. Rohbiah, "Students' Anxieties in EFL Speaking Class," *Journal of English Language Teaching and Cultural Studies*, vol. 5, pp. 150–159, Sep. 2022, doi: 10.48181/jelts.v5i2.16739.