

## The Influence Of Motivation on Fear in the Learning of Arabic Language as a Foreign Language

Norasiah yunus<sup>1</sup>, Siti nurfiza abdul alahdad<sup>2</sup>, Asma' ammar<sup>3</sup>  
,Ainul rasyiqah sazali<sup>4</sup>

ainul437@uitm.edu.my

<sup>1,2,3,4</sup>Akademi Pengajian Bahasa, Universiti Teknologi MARA, Shah Alam

Corresponding Author: (nurfiza6582@uitm.edu.my)

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v13-i11/12290> DOI:10.6007/IJARBSS/v13-i11/12290

*Published Date: 29 November, 2023*

### Abstract

This study is to identify the influence of motivation on fear in learning Arabic as a foreign language among Malaysian students. Despite the increasing demand for the teaching and learning of Arabic as a foreign language, there are Malaysian graduates who face difficulties in mastering the language well. They need to take one of the foreign languages as a compulsory elective language subject, one of which is Arabic. They find the language to be challenging and struggle to communicate effectively in it. This study was conducted to answer the following questions: i) How do students view their motivation to learn a foreign language? and ii) How do students perceive communication anxiety to learn a foreign language? and iii) How do students experience the fear of negative evaluation for learning a foreign language? and v) How do students experience test anxiety learning a foreign language? and vi) Is there a relationship between motivation and fear of learning a foreign language? This study is quantitative because it uses a survey form for data collection. A targeted sample of 260 participants answered the survey which was attended by students from various faculties in a public university in Malaysia. The instrument used is a 5 Likert scale survey and is rooted in Gardner (2001) and Horwitz, et al (1986) to reveal variables. The survey has 3 parts. Section A has items on demographic profiles. Section B has 11 items on motivation. Section C has 33 items on the fear of learning a foreign language. Most language learners show a tendency towards instrumental motivation rather than integrative motivation in the context of foreign language acquisition. The results of this investigation bear weight on foreign language pedagogy and acquisition in Malaysia and can be a road map for language teachers to design appropriate teaching approaches that enhance Malaysian students. Gardner (2001) and Horwitz, Horwitz & Cope (1986). Motivation is also essential in learning a foreign language to reduce aspects of anxiety and negative evaluation. The conclusion shows that there is a connection between motivation and fear in learning a language, especially Arabic as a third language.

**Keywords:** Motivation, Fear In The Learning, Learning Strategies

## **Introduction**

### **Background of Study**

In the increasingly prosperous world, as you know foreign languages are very important to facilitate our access to foreign technologies, and to participate in global politics, security, trade, and education. The ability to speak a foreign language is now a valuable economic commodity, requiring appropriate abilities, knowledge, skills, and attitudes to understand and communicate effectively (Zubarii & Sarudin, 2009). Therefore, the modern educational system has placed a strong emphasis on the requirement that students be proficient in the usage of foreign languages. However, proficiency in the usage of foreign languages cannot be realized in communication when there are students who are afraid to try new things or learn languages other than their mother tongue or other foreign languages in communication. Fear can arise in the context of learning a foreign language due to factors such as a lack of confidence in one's abilities, fear of making mistakes or being judged by others, or anxiety about the unfamiliarity of the language and culture. Nevertheless, an indication of fear is a sign of weakness which many tend not to disclose. There is a huge possibility that such a condition is responsible for students' attitude toward the language before attributing it to students' lack of language learning ability, inadequate background knowledge, and poor motivation. This fear is considered to hinder the language learning process and needs to be eradicated to make language learning more convenient, enjoyable, and interesting (2023). Therefore, to achieve the learning and mastery of a foreign language in communication requires a very high motivation. Motivation is the beginning of a student's entire language learning experience because it is "what got them there in the first place" or what drives students through their language learning struggles and in fact, ability or good teaching without motivation is enough to ensure success in learning a foreign language (Oliveira, 2011, p. 20). The conclusion of a study shows that motivation has a significant relationship with student learning outcomes. Arabic language learning strategies such as adequate books, school situations that support the learning environment, and teachers who act as providers and facilitators, as well as motivators of language learning opportunities, urge and motivate students in language learning (2019).

Therefore, the author needs to conduct a specific study on students who are studying Arabic language as a compulsory elective subject in Malaysia to see the influence of motivation on fear in their language learning. From perspective of pedagogical, this current study will bring advantages to both students and teachers. Students will be able to recognize their causes of fear and take up how to handle and overcome their fear during foreign language classes. Therefore, the instructors should be aware of the presence of different types of anxiety in Arabic Language classes as they may need to adjust their teaching by considering how the anxious students can be examined to participate in the learning process. The instructors also need to be able to create proper environment as they need to be able to produce interesting classroom activities to minimize the students' anxiety level.

### **Statement of Problem**

Arabic is one of the compulsory elective subjects that must be followed by servicing students from various faculties who choose Arabic as their third language at University Technology Mara (UiTM) Selangor.

Previously, studies touched on the issue of anxiety in learning a foreign language. Among the highlights of the study are Ghazali Yusri et al. (2010), and Zamri et al. (2014). The study of Nur Pratiwi et al. (2014) examines the factors that cause the anxiety of Islamic Studies students who study Arabic as a compulsory subject to obtain a bachelor's degree certificate. This study uses a qualitative method that uses observation and interview methods. This study concludes that among the causes of students' restlessness is due to the factors of shyness, lack of courage, fear of making mistakes, uncertainty, and lack of interest.

Ghazali et al. (2010) studied anxiety from the point of view of tests and motivation among local students who followed the Arabic language course as an elective subject. This study was conducted at Mara University of Technology (UiTM) Shah Alam by distributing questionnaires to 279 samples. The fragmentation technique is randomly stratified, and the analysis is quantitative. The results of the study found that students' anxiety about tests is moderate and student motivation is at a high level.

Zamri et al. (2014) focuses more on the frequency and use of language learning techniques by international students at private universities by using questionnaire analysis on 500 foreign students as respondents. The questionnaire data was analysed using frequency, percentage, and mean. This study concludes that foreign students employ vocabulary techniques more frequently than they do hearing, reading, writing, and speaking in Malay.

Accordingly, from several previous studies, it was discovered that more research is needed around anxiety toward students learning Arabic because earlier studies examined the issue from the perspectives of motivation and exams. While Zamri is more geared towards learning the Malay language for foreign students as respondents, Nur Pratiwi's study touches on the issue of anxiety in learning a foreign language, focusing on Islamic Studies students who learn Arabic through the interview method.

Therefore, even though many other studies have been done on student anxiety to identify the types of foreign language learning anxiety, this study focuses more on studies among students who learn Arabic in UiTM Selangor, and this study describes whether motivational factors involved in communication apprehension, fear of negative evaluation and test anxiety will interfere and disrupt their learning or vice versa. According to Horwitz et al. (1986), there are three main components to explain this language anxiety factor, namely communication apprehension, test anxiety, and fear of negative evaluation. Investigating the factors of fear can assist students in overcoming difficulties to foreign language learning, increasing motivation to learn foreign languages, and improving mastery (Zheng & Cheng, 2018).

### **Objective of the Study and Research Questions**

This study is done to explore the perception of learners on their use of learning strategies. Specifically, this study is done to answer the following questions;

- How do learners perceive their motivation to learn a foreign language?
- How do learners perceive communication apprehension to learn a foreign language?
- How do learners perceive fear of negative evaluation to learn a foreign language?
- How do learners perceive test anxiety to learn a foreign language?
- Is there a relationship between motivation and fear of learning a foreign language?

## Literature Review

### Motivation to Learn a Foreign Language

Motivation holds a crucial significance within the process of learning a foreign language, it serves as the initial impetus that sets the stage for a productive language-learning journey. Motivation to learn a foreign language can come from various sources and reasons, and it plays a significant role in determining the success and enjoyment of the language-learning journey. Conversely, the motivation behind learning foreign languages is driven by a variety of factors, reflecting the diverse interests and goals of individuals.

Motivation can be defined as "the process whereby goal-directed activity is instigated and sustained" (Schunk et al., 2008). According to Williams and Burden (1997), there are three stages of the motivation process in language learning: (a) reasons for doing something, (b) deciding to do something, and (c) sustaining the effort. These stages relate to undertaking the effort and persevering in achieving goals. In the field of social psychology, there are primarily two key categories of motivation: intrinsic motivation and extrinsic motivation (Harmer, 1991). Intrinsic motivation, as defined by Brown (1994), is an activity that one does without expecting any apparent reward except for the activity itself. Equally important, Clement (2006) stressed that intrinsic motivation rejuvenates and sustains activities through the spontaneous satisfactions inherent in effective volitional action. In a general context, intrinsic motivation is driven by personal enjoyment, interest, or pleasure, while reinforcement contingencies govern extrinsic motivation (Lai, 2011).

On top of this, the concept of extrinsic motivation stands in stark contrast to the intrinsic perspective. It holds promise and carries anticipations of external indicators of success. Potential rewards associated with this form of motivation encompass monetary awards, educational credentials, recognition, and even approval from peers. It offers the prospect of external success indicators and potential rewards like money, certificates, recognition, and peer approval.

The above-mentioned definitions align with the theoretical idea of motivation when it comes to teaching Arabic as a second language. In brief, several factors that push individuals to acquire a foreign language encompass personal curiosity and interest, the desire to explore new places, potential career prospects, academic prerequisites, cognitive advantages, forging social bonds, enjoying various forms of media, achieving personal development milestones, connecting with family heritage, and viewing language to access broader opportunities. It's important to note that motivation can fluctuate over time and sustaining it throughout the language learning process might require a combination of these factors. Setting clear goals, creating a supportive learning environment, using effective learning methods, and celebrating small achievements can help maintain and boost your motivation as you work towards language proficiency.

### Fear of Learning a Foreign Language

Anxiety can affect learners in learning any foreign language. Anxiety or fear of learning a new language that is not one's native tongue is an occurrence that happens everywhere. Language anxiety has been recognized as one of the most crucial aspects of language learning, and countless research have been published to investigate language anxiety since the 2000s (Kamarulzaman, Ibrahim, Yunus, & Ishak, 2013).

Horwitz, Horwitz, & Cope (1986) state that language anxiety is a combination of beliefs, self-perceptions, behaviours, and feelings that are related to the language learning process in the classroom. MacIntyre & Gardner (1994) view language anxiety as the fear or apprehension occurring when learners assume to perform in a second or foreign language.

Several types of anxiety can be grouped into several classes. The first type of anxiety according to MacIntyre & Gardner (1989) is trait anxiety which is defined as the person's tendency to feel tension or nervous irrespective of the situation. The second type of anxiety is situational anxiety where people feel nervous or circumstances regarding some outside stimulant (MacIntyre & Gardner, 1989). The third type of anxiety is fear of negative evaluation where people worry about others perception of them (Horwitz, Horwitz, & Cope, 1986). There are other types of anxieties that might be appeared during learning sessions in a classroom which are *test anxiety* and *subject or task anxiety*. Test anxiety is defined as the fear of poor performance on tests (Horwitz, Horwitz, and Cope, 1986), while Matsuda and Gobel (2001) state that subject or task anxieties are defined as the fear of tasks that are related to listening, grammar, speaking, writing, or reading.

The causes of language learning anxiety have received a lot of attention in prior studies. Dewaele (2002) investigated *learner variables* such as beliefs, gender, age, personality, and learning styles as sources of foreign language learning anxiety while Jackson (2002) states *situational variables* as major sources of foreign language learning anxiety; these variables include course level, course activities, instructor behaviour, and course organization. Horwitz, Horwitz, & Cope (1986) classified three sources of foreign language anxiety: communication apprehension, test anxiety, and fear of negative evaluation.

#### Past Studies on Motivation to Learn a Foreign Language

Numerous research endeavours have been undertaken to explore the motivation behind learning foreign languages, with a particular focus on the Arabic language. In the context of exploring the history of research on "motivation," it is essential to begin with Gardner, Lambert, and their associates, as they have conducted the most substantial work and are widely recognized as the leading contributors in this field. Based on the work of (Gardner & Lambert, 1972), as outlined in their book "Attitudes and Motivation in Second-Language Learning," emphasizes the importance of motivation as predictor of success in learning a language. Their research suggests that learners who are motivated and have positive attitudes toward the target language and its speakers are more likely to achieve proficiency and success in language learning. Motivation plays a significant role in language acquisition by influencing learners' dedication, effort, and persistence in their language learning endeavours.

Gardner's (1985) Socio-Educational Model holds significance as one of the earliest theories in the realm of language learning motivation. The model posits that various factors, including individual attributes and the surrounding social and educational context, have a substantial impact on an individual's motivation to learn a language. Gardner proposed that elements like language aptitude, attitude toward the language community, and the perceived value of the language and its culture influence learners' motivation and subsequent language acquisition success. This theory highlights the

interplay between cognitive, affective, and social factors in shaping language learning motivation.

Some other studies have delved into the motivation theory known as Self-Determination Theory by Deci and Ryan (1985). According to this theory, people have three fundamental psychological needs: autonomy, competence, and relatedness. These needs serve as the driving forces behind their participation in activities. To be concise, autonomy signifies the level of influence learners can exert throughout their learning journey. Language learners are more motivated when they have a sense of control over their learning process. Competence pertains to how a learner perceives their capability to acquire the language because when learners believe they are becoming more proficient and capable in the language, it enhances their motivation to continue learning. Additionally, relatedness encompasses the social interaction and the support that learners receive from both their peers and instructors. Sharing experiences, practicing together, and receiving feedback from others can boost motivation. Incorporating these three factors into language learning programs can help create a more motivating and effective learning environment.

The research conducted by Rahmat (2022) focuses on the analysis of Vroom's theory regarding students' motivation to learn English as a foreign language and is presented. The study aimed to explore the motives behind learners learning English in a public university in Malaysia. The research involved 35 participants who completed a survey that investigated how factors such as expectancy, instrumentality, and valence impact their motivation to learn. The results of the study revealed that students' motivation to learn English was not primarily influenced by amusement. Instead, their motivations were shaped by their anticipation of the benefits they could derive from the language course. Furthermore, their motivations were influenced by their perceptions of the course's significance and how it could be practically applied (instrumentality), as many participants expressed the need to acquire English for effective communication and interaction purposes.

Another study conducted by Aziz (2022), examines the opinions and motivations of multinational students regarding learning Arabic as a second language. The survey, which collected data from 804 students spanning four different proficiency levels, has been used to gather information from participants, with a research focus on non-native speakers enrolled at the Institute of Arabic. A set of questions, drawn from various sources, assessed language acquisition attitudes and motivations, including 11 items measuring attitudes toward learning Arabic, 12 questions gauging students' views on studying the language abroad, and 11 additional categories to identify factors impacting overseas language acquisition. The results show that participants of this study have high levels of enthusiasm and positive attitudes towards foreign languages, and they have highly positive attitudes towards the Arabic language. Participants were effectively motivated to learn Arabic for a variety of reasons, including gaining knowledge about Islam and forming friendships with Arabs. The study's findings reveal that students highly appreciate the study of Arabic languages, and it is evident that learners of foreign languages perceive it as a vital tool for acquiring new knowledge and enhancing their academic and professional opportunities. Based on their findings in terms of motivation, learners' prior language experiences influence their motivation and, as a result, their achievement in the target language. This study aligns with Dweck's theory of motivation, which posits that achievement behaviour is

influenced by learners' implicit views of intelligence and goal orientation (Dweck, 1986). It clearly demonstrates that the presence of learning goals could be a crucial factor contributing to students' motivational success in foreign language learning. Aladdin (2010) carried out an investigation that focused on the non-Muslim Malaysians' attitudes and motivations towards learning Arabic as a foreign language. The research employed a questionnaire to gather quantitative data from the participants. Given the study's objective of investigating and analysing the attitudes and motivations of non-Muslim Malaysians, a questionnaire comprising 48 items was developed. These items were formulated to assess attitudes and motivations, drawing inspiration from established sources of language learning attitudes and motivations such as Gardner's Attitude/Motivation Test Battery (AMTB) (1985) and Dörnyei (1990), with necessary adjustments to suit the Malaysian context and maintain their relevance to the current study. Out of the 48 items, 27 were utilized to assess attitudes, comprising 8 items focused on attitudes toward foreign languages, 14 items evaluating attitudes toward the Arabic language, and 5 items appraising attitudes toward Arabic native speakers; furthermore, the remaining 21 items were employed to measure motivations, encompassing 10 items for instrumental motivation, 8 items for intrinsic motivations, and 3 items for integrative motivation, all presented on a five-point Likert scale. The results indicate that the learners maintained significantly positive attitudes toward foreign languages, and they held moderately positive attitudes toward the Arabic language and its native speakers. Regarding motivations the participants were primarily driven by instrumental motives to learn the Arabic language, with the highest ranking attributed to fulfilling university requirements. Intrinsic and integrative motivations followed closely, both obtaining the same mean score.

This is similar to the findings of Moghazy, M. (2021), where the majority of Arabic second-language learners are non-Muslims, making religious motivation irrelevant for many, as they perceive no intrinsic connection between Islam and the Arabic language. The study includes 20 Arabic language learners who have lived in the United Arab Emirates their whole lives and studied Arabic as a second language in private schools in Dubai. Based on these findings, the research concluded that students have different types of motivation. Some students learn Arabic as a second language for personal reasons, while others do it for external rewards like academic recognition or improved communication. Learners' attitude toward the culture and practices of the target language is crucial for mastering Arabic as a second language, highlighting the importance of student motivation in its teaching.

In summary, these studies collectively suggest that language learning motivation can be influenced by various factors, including perceived benefits, cultural interests, social connections, and, in some cases, religious factors. The specific motivations may vary depending on the context and characteristics of the learners.

#### Past Studies on Fear of Learning a Foreign Language

Numerous studies have been done to investigate the fear of learning a foreign language. The study by Daud, Hwa, Ahmad, How, Jincheng, and Saidalvi (2022), investigated the existence of communicative apprehension and fear of negative evaluation among learners of foreign languages in English-speaking classes. A total of 340 undergraduates; 277 of them from UiTM Segamat, Johor, while the remaining 63

from Hunan University, China was employed as the respondents. The research instrument used in this study was the Foreign Language Classroom Anxiety Scales (FLCAS) developed by Horwitz, Horwitz, & Cope (1986). The findings of the study indicate that learners are slightly influenced by the fear of English-speaking class which has led them not to perform well due to their anxiety about communicating, accepting negative feedback, and taking examinations. The results of this study suggest future researchers will discover more about the effects of students' native languages on their performance in language classes.

Another study by Al-Khasawneh (2016), investigated the level and sources of foreign language learning anxiety experienced by 97 English majored students studying at King Khalid University (KKU). The other objective of this study is also to examine the differences between the level of language anxiety and the students' study level. The FLACS survey adapted from Horwitz, Horwitz, and Cope (1986) was utilized as the instrument to collect data. The results obtained from this study showed an average level of anxiety as reported by the students. The students were confronted with different sources of language anxiety such as communication apprehension, anxiety of English classes, fear of negative evaluation, and test anxiety. Besides that, there were no statistically significant differences between the student's level of anxiety and their level of study. The results of this study propose that the environment should be stimulating and encouraging, and teachers should be cautious when dealing with anxiety-provoking situations because they are the most involved entity in the learning process.

### **Conceptual Framework**

Figure 1 shows the conceptual framework of the study. This study explores the influence of motivation on the fear of learning a foreign language. Fear of learning a foreign language is a cycle and can affect learners' motivation (Rahmat, 2020). According to Gardner (2001), learners are motivated to learn if they are given positive responses in the process of learning. This motivation in turn influences the learner's fear of learning the language; a positive motivation can help reduce fear among learners. According to Horwitz, et. al. (1986), fear of learning a foreign language is caused by (i) communication apprehension, (ii) fear of negative evaluation, and (iii) test anxiety.



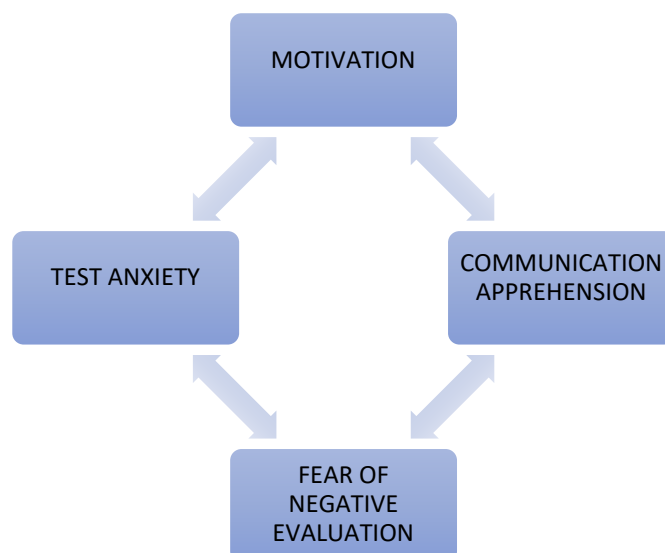


Figure 1- Conceptual Framework of the Study-  
The Influence of Motivation on Fear in The Learning of Arabic Language as A Foreign Language

### Methodology

This quantitative study is done to explore motivation factors for learning among undergraduates. A purposive sample of 260 participants responded to the survey. The instrument used is a 5 Likert-scale survey and is rooted in Gardner (2001) and Horwitz, et al. (1986) to reveal the variables in Table 1 below. The survey has 4 sections. Section A has 5 items on the demographic profile. Section B has 11 items on motivation. Section C has 33 items on the fear of learning a foreign language.

**Table 1-**  
**Distribution of Items in the Survey**

SECTION	VARIABLE	SUB-CATEGORY	NO OF ITEMS	
B	MOTIVATION TO LEARN (Gardner (2001)			16
C	FEAR OF LEARNING A FOREIGN LANGUAGE (Horwitz, et; al.. 1986)	COMMUNICATION APPREHENSION	11	
		FEAR OF NEGATIVE EVALUATION	7	
		TEST ANXIETY	15	
				33
		<b>TOTAL</b>		<b>49</b>

Table 2-  
Reliability of Survey

### Reliability Statistics

Cronbach's Alpha	N of Items
.902	49

Table 2 shows the reliability of the survey. The analysis shows a Cronbach alpha of .902, thus, revealing a good reliability of the instrument chosen/used. Further analysis using SPSS is done to present findings to answer the research questions for this study.

### Findings

#### 3.1 Findings for Demographic Profile

##### Q1 Gender

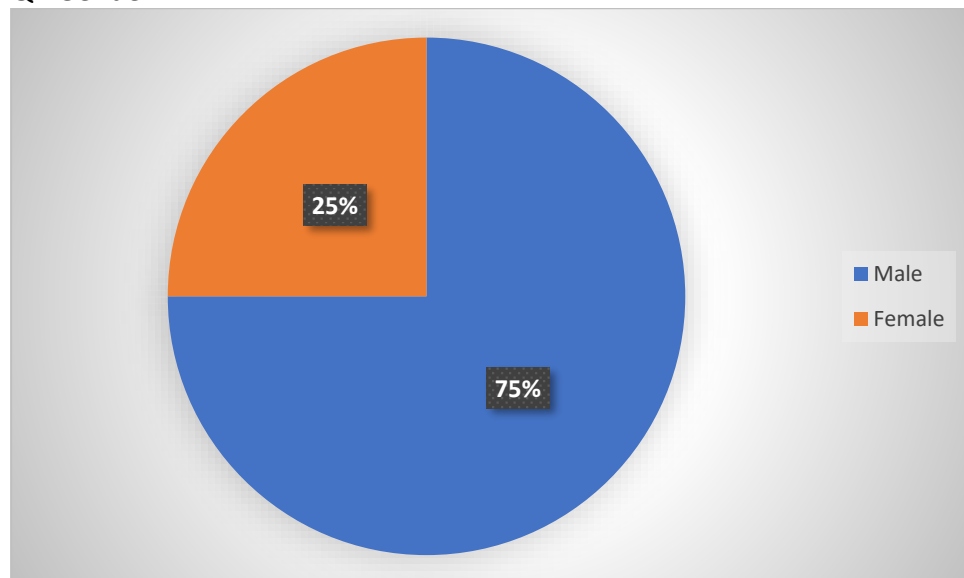


Figure 2- Percentage for gender

In Figure 2, the distribution of gender among the study participants is depicted. Most respondents (75%) were male, whereas only a quarter of them (25%) were female.

##### Q2 Age Group

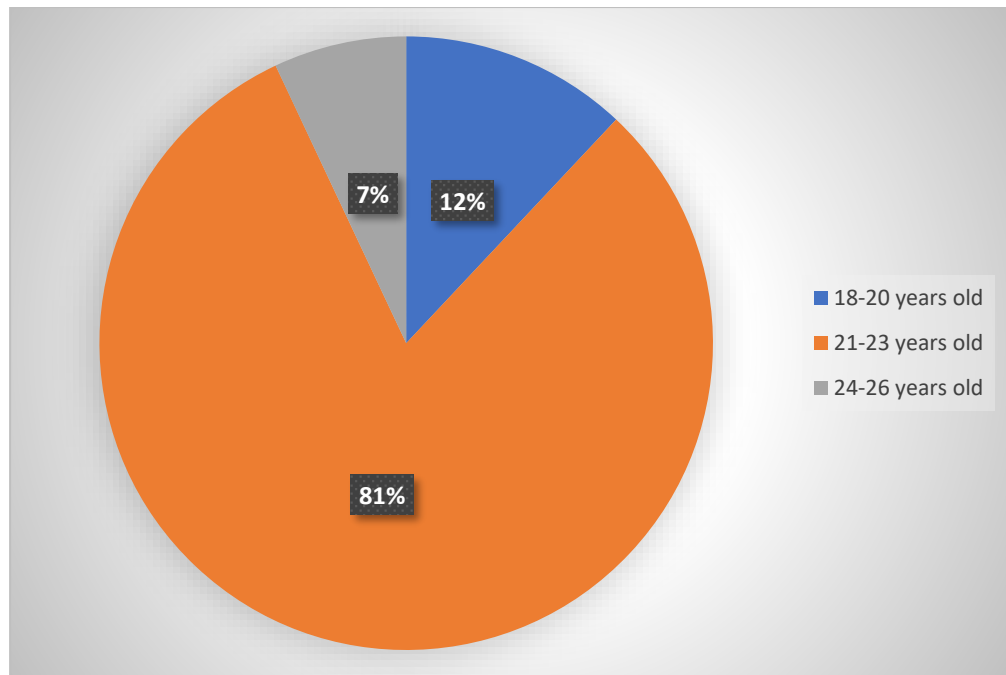


Figure 3- Percentage for gender

Figure 3 illustrates the breakdown of respondent age groups in terms of percentages. The largest portion of participants (81%) fell within the age range of 21 to 23 years. Following this, 12% were aged between 18 and 20 years, while a smaller fraction (7%) was in the 24 to 26 years age.

Q3 Semester

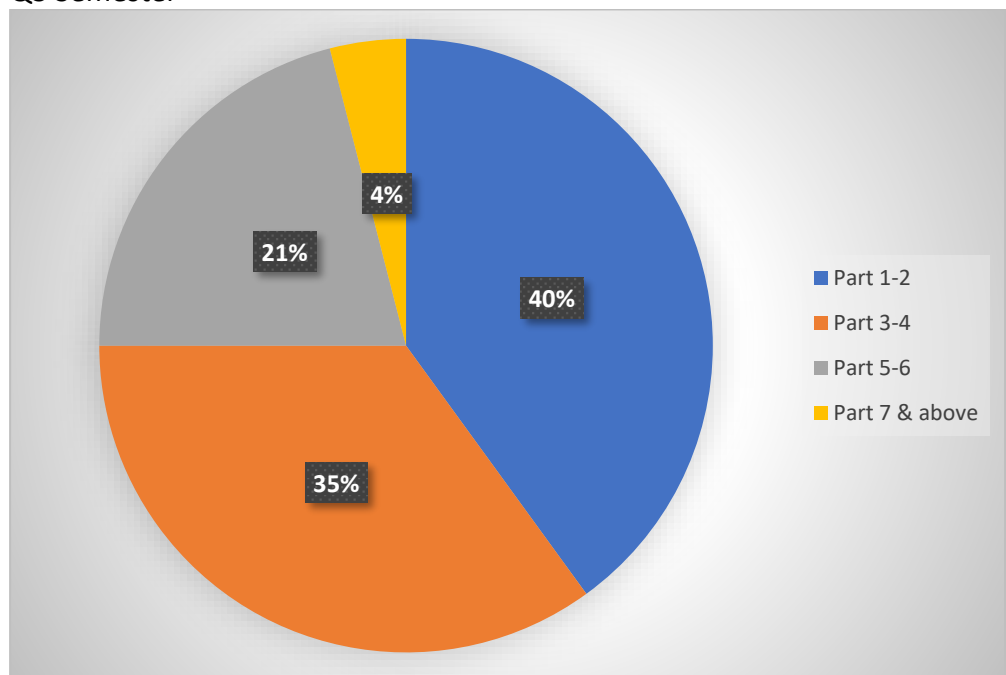


Figure 4- Percentage for Semester

Figure 4 shows the proportion of semester students who took part in the study, in terms of the mean score is shown in Figure 4. In this study, it was 40% of the students in Parts 1-2, followed by 35% of the students in Parts 3-4. However, it is 21% of respondents in parts 5-6 and only 4% in parts 7 and above.

Q4 Course

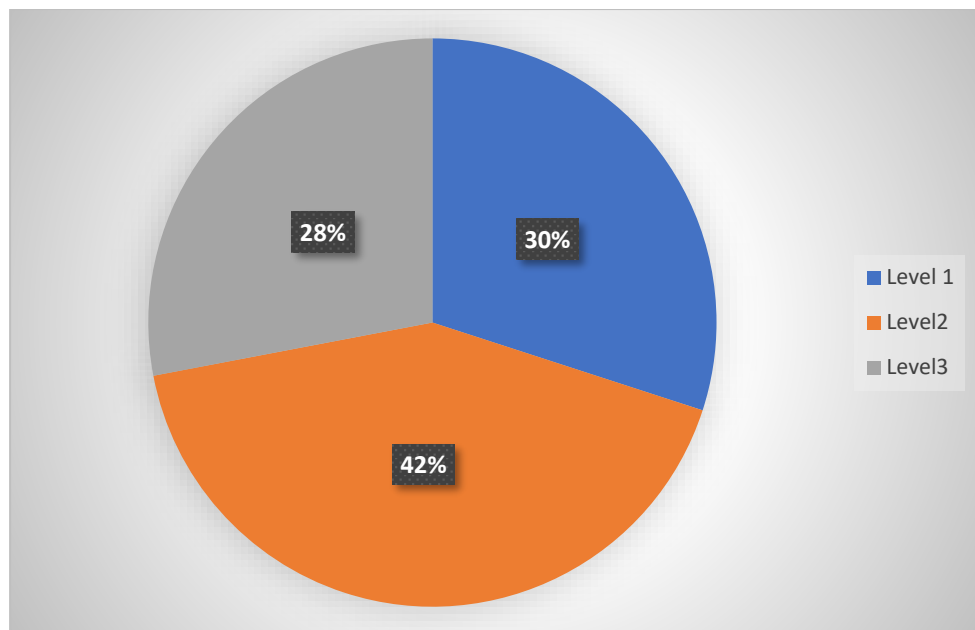


Figure 5- Percentage for Course

Figure 5 depicts the distribution of the mean scores concerning the levels of the Arabic elective subject course code. According to the findings of this study, most students (55%) were enrolled at level 2 (TAC451). This was followed by 30% of students studying at level 1 (TAC401) and 28% of students were engaged in studies at level 3 (TAC501).

#### Q5 Basic Arabic

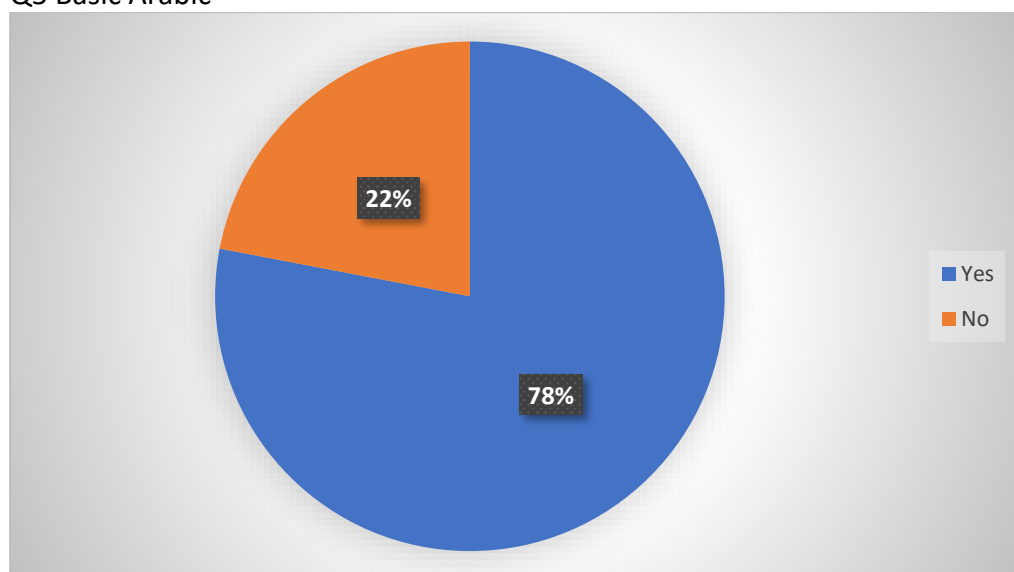


Figure 6- Percentage for Basic Arab

In Figure 6, the distribution of respondents based on their familiarity with basic Arabic is showcased. A significant majority of participants (78%) possessed a background in basic Arabic, whereas a smaller group (22%) did not have such a background. Including respondents from diverse backgrounds could aid researchers in verifying the comprehensiveness of individual perspectives and opinions.

## Findings for Motivation

This section presents data to answer research question 1- How do learners perceive their motivation to learn a foreign language?

STATEMENT/ QUESTION	Mean
MTLQ1-I make sure I attend all the classes without fail	4.8
MTLQ2-I make sure I am prepared for my language classes	4.4
MTLQ3-I understand what is taught by the teacher	4.5
MTLQ4-If I do not understand, I will ask my lecturer	4.3
MTLQ5-If I do not understand, I will ask my friends	4.6
MTLQ6-I also makes an effort to learn the language online	4.2
MTLQ7-My parents ask me to learn foreign languages	3.5
MTLQ8-My friends ask me to learn foreign languages	3.2
MTLQ9-I am interested learning foreign languages because of their popularity	3.8
MTLQ10-I am interested in learning a foreign so I can travel to the country	4.1
MTLQ11-I am interested learning a foreign language so I can work in the country	4
MTLQ12-I enjoy participating in activities in class	4.5
MTLQ13-I enjoy learning foreign languages with my classmates	4.6
MTLQ14-I enjoy group interaction during class	4.5
MTLQ15-I enjoy speech practices during class	4.3
MTLQ16-I enjoy role play during classes	4.4

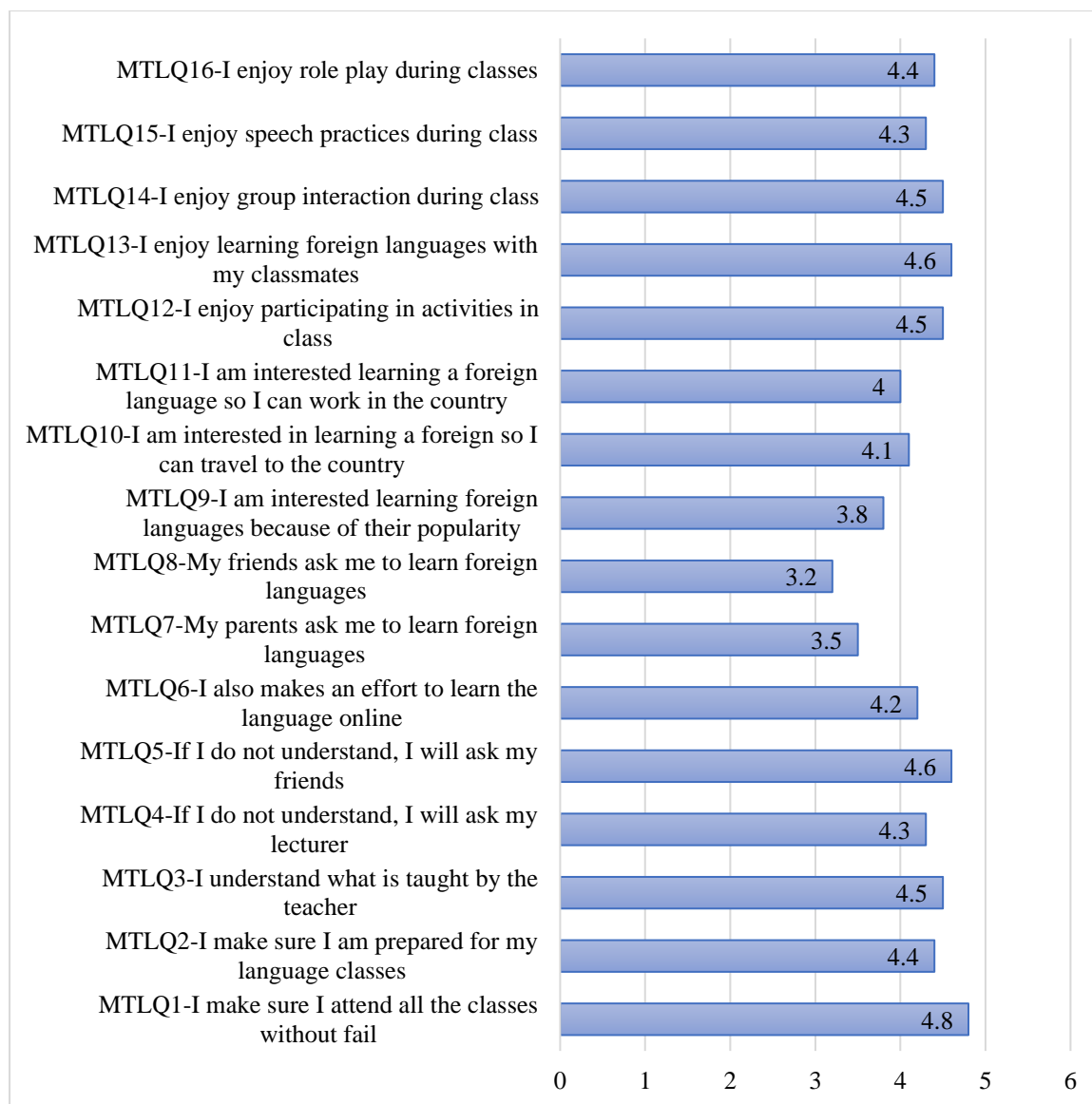


Figure 7- Mean for Motivation to Learn

Figure 5 shows the mean for the motivation to learn the Arabic language as a foreign language. The highest mean score (4.8) is attributed to the statement "I make sure I attend all the classes without fail." Following closely are two statements with a mean score of 4.6: "If I do not understand, I will ask my friends" and "I enjoy learning foreign languages with my classmates." Additionally, three items share the same mean score of 4.5: "I understand what is taught by the teacher," "I enjoy participating in activities in class," and "I enjoy group interaction during class." These responses indicate a strong positive sentiment towards understanding the lessons, engaging in classroom activities, and interacting with peers in the context of foreign language learning. The three least motivating factors for learners in their motivation to learn a foreign language are items MTLQ9, MTLQ7, and MTLQ8. MTLQ9, which focuses on the interest in learning foreign languages due to their popularity, has a mean score of 3.8. In contrast, MTLQ7, related to parental encouragement to learn foreign languages, has a mean score of 3.5, and MTLQ8, which pertains to peer encouragement, has the lowest mean score at 3.2.

## Findings for Communication Apprehension

This section presents data to answer research question 2- How do learners perceive communication apprehension to learn a foreign language?

## (i) COMMUNICATION APPREHENSION

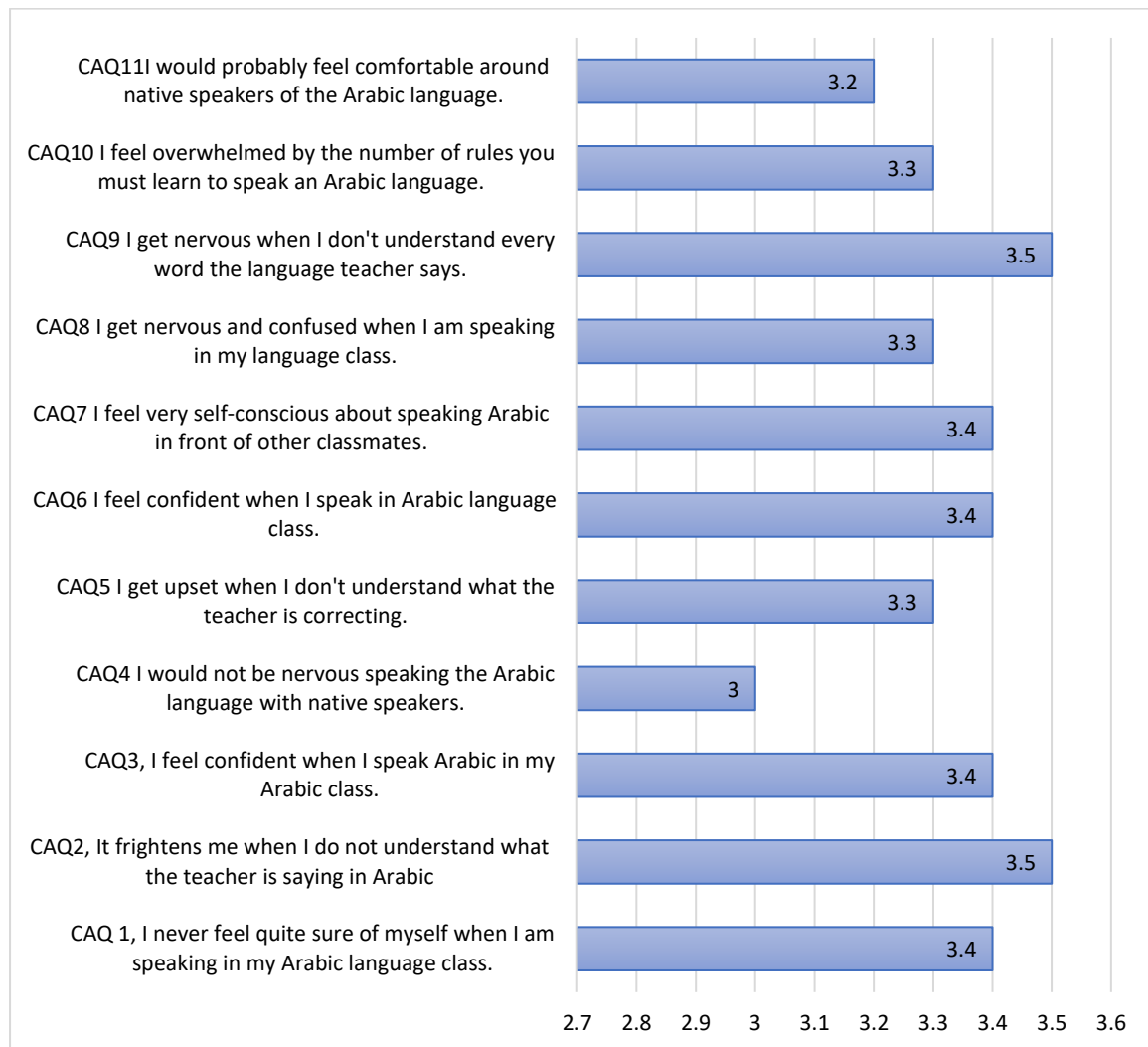


Figure 8- Mean for Communication Apprehension

Figure 8 below shows the respondents' responses to each item studied for the "Communication Apprehension" factor where there are 11 questions identified as a measurement medium to test this anxiety factor. The highest score was 3.5 where the main cause of this problem is a lack of understanding of what the teacher is delivering, while a score of 3.4 is a lack of confidence on the part of the respondents when faced with a situation involving their willingness to speak in Arabic class, while there are a few students who are comfortable learning, as well as having self-confidence to speak a foreign language, maybe they already have the foundation and vocabulary to speak the language. The lowest score shows that most respondents feel nervous, and confused when speaking the language, they have learned and are stressed by the rules that need to be learned to speak a third language. This phenomenon is caused by a lack of confidence in oneself to speak.

Findings for Fear of Negative Evaluation

This section presents data to answer research question 3- How do learners perceive fear of negative evaluation to learn a foreign language?

(i) FEAR OF NEGATIVE EVALUATION

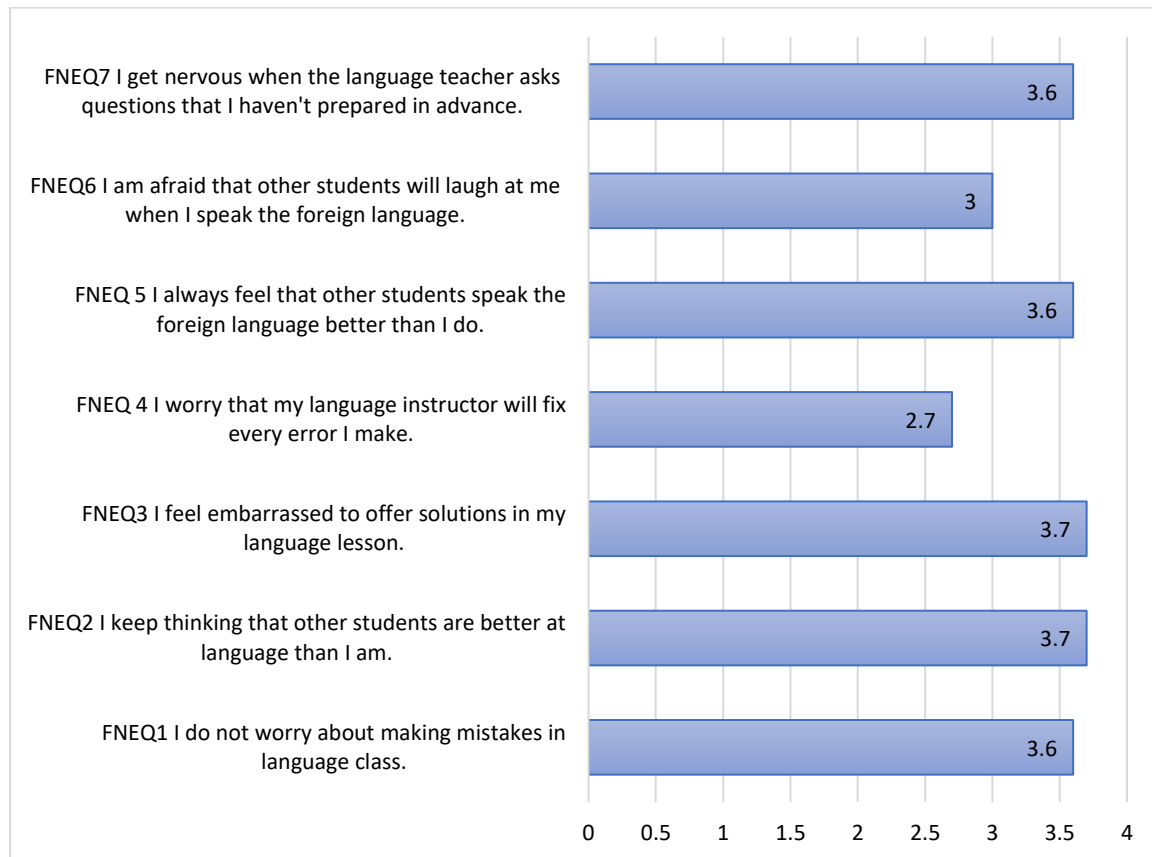


Figure 9- Mean for Fear of Negative Evaluation

Figure 9 shows the mean score for fear of negative evaluation among students. The results of the findings reveal that most of the students keep thinking that other students are better at language than they are as they feel ashamed to volunteer answers in language class with a score of 3.7. Besides that, the results also show that the students do not worry about making mistakes in language class, but they always feel that the other students speak the foreign language better than they do and they also get nervous when the language teacher offers questions that they haven't prepared in advance with a score of 3.6. Some students are afraid that the other students will laugh at them when they speak the foreign language with a score of 3. Meanwhile, fewer students were concerned that their language instructor would be quick to point out their errors with a score of 2.7.

Findings for Test Anxiety

This section presents data to answer research question 4- How do learners perceive test anxiety to learn a foreign language?

(ii) TEST ANXIETY



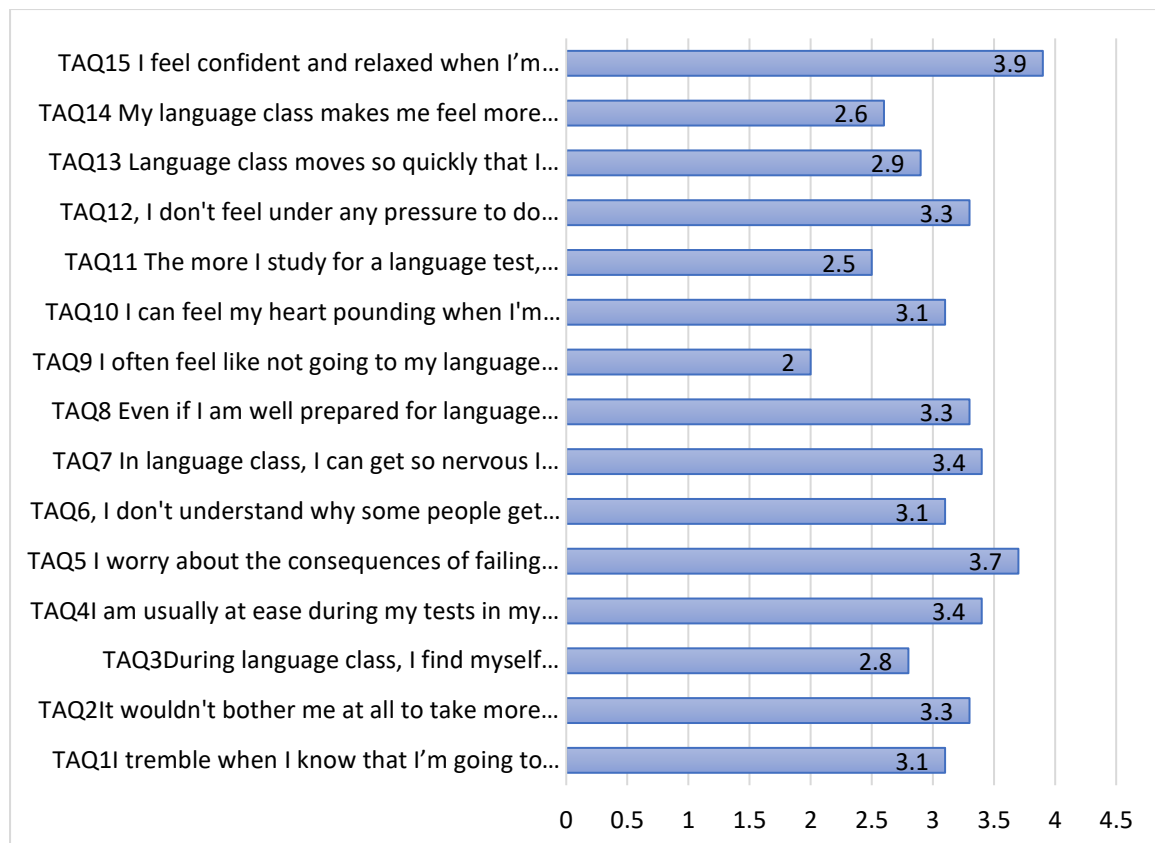


Figure 10- Mean for Test Anxiety

Figure 10 illustrates the mean score for test anxiety. It shows that most of the students feel very sure and relaxed when they are on their way to language class for a score of 3.9. But with a score of 3.1, some students tremble as they can feel their heart pounding when they know that they are going to be called on in language class. On top of that, the students also don't understand why some people get so upset over foreign language classes. Besides that, with a score of 2.9, some students worry about getting left behind because they feel the language class moves so quickly. However, with the score of 2, fewer students often feel like not going to their language class.

#### Findings for Relationship

This section presents data to answer research question 5- Is there a relationship between motivation and fear of learning a foreign language?

To determine if there is a significant association in the mean scores between metacognitive, effort regulation, cognitive, social, and affective strategies data is analyzed using SPSS for correlations. Results are presented separately in Table 3 below.

### Correlations

		MOTIVATION	FEARLEARNI NGLANGUA GE
MOTIVATION	Pearson Correlation	1	.152*
	Sig. (2-tailed)		.014
	N	260	260
FEARLEARNINGLANGUA GE	Pearson Correlation	.152*	1
	Sig. (2-tailed)	.014	
	N	260	260

\*. Correlation is significant at the 0.05 level (2-tailed).

Table 3- Correlation between Motivation and Fear of Learning a Foreign Language

Table 3 shows there is an association between motivation and fear of learning a language. Correlation analysis shows that there is a low significant association between motivation and fear of learning a language ( $r=.152^*$ ) and ( $p=.000$ ). According to Jackson (2015), the coefficient is significant at the .05 level, and positive correlation is measured on a 0.1 to 1.0 scale. A weak positive correlation would be in the range of 0.1 to 0.3, a moderate positive correlation from 0.3 to 0.5, and a strong positive correlation from 0.5 to 1.0. This means that there is also a weak positive relationship between motivation and fear of learning a language.

### Conclusion

#### Summary of Findings and Discussions

Motivation is also important for every respondent to learn a foreign language by making sure they attend all classes without fail, learn, and interact with classmates, and participate in class activities. However, 3 factors that do not motivate respondents to learn a foreign language are popularity status, parental choice, and peer encouragement.

From the aspect of anxiety, the highest score shows that respondents are more worried about the teacher's presentation that is poorly understood, lack of self-confidence to speak or communicate in the Arabic class even though there are a few students who are comfortable learning, and have the self-confidence to speak in a foreign language, but it should be noted that there are respondents who have the foundation and vocabulary to speak fluently in the language. Additionally, there is pressure, perplexity, and uneasiness related to language restrictions, all of which undermine one's ability to talk fluently.

From the aspect of negative evaluation, it shows that most respondents think that other students are better at using language than them because they are reluctant to answer questions in class voluntarily, and believe that other students speak more fluently than they do and are nervous when the teacher asks questions that they do not prepare in advance, fearing that other students will laugh at them when they speak a foreign language. However, fewer responded that their teachers were ready to correct every mistake they made.

However, test anxiety shows that most respondents feel very confident and relaxed when they are on their way to language class. But some students tremble and feel their hearts pounding and are frustrated with foreign language classes and some students are worried

about falling behind. However, some respondents often feel like they do not go to their language classes because they do not understand.

The conclusion shows that there is a connection between motivation and fear in learning a language. However, the analysis found low significance between motivation and fear ( $r=.152^*$ ) and ( $p=.000$ ). According to Jackson (2015), the coefficient is significant at the .05 level and positive correlation is measured on a scale of 0.1 to 1.0. A weak positive correlation is in the range of 0.1 to 0.3, a moderate positive correlation from 0.3 to 0.5, and a strong positive correlation from 0.5 to 1.0. This means that there is also a weak positive relationship between motivation and fear of learning a language.

#### (Pedagogical) Implications and Suggestions for Future Research

What the author found in foreign language learning is that motivation is important because motivation serves as the foundation for the entire language learning process for students and it is what brings them there in the first place or what drives students through their language learning struggles. If one is highly motivated, anxiety associated with language acquisition will inevitably decrease and one's ability to communicate will improve. Integrating cultural activities and materials into language instruction is also one of the ways that can help to increase motivation and interest in language.

In dealing with anxious students in any language class, instructors should modify their teaching technique as they need to be able to produce interesting classroom activities in order to create proper ambience during learning process, making sure that students' anxiety level is kept at a minimum level as it can be as one of didactic implications. Thus, it is important for instructors as well as students themselves to be aware of the presence of anxiety among foreign language students during learning sessions.

The author's suggestion for the continuation of this study is to focus on spontaneous communication in face-to-face role-play activities to see the extent of the respondents' level of confidence and courage in expressing sentences. Future research in the field of foreign language should also focus on the impact of cultural differences that contribute to anxiety. Other than that, it also be suggested to explore the effect of different instructional approaches and technology to minimize foreign language anxiety.

#### References

- Aladdin, A. (2010). Non-Muslim Malaysian Learners of Arabic (NMMLAs): An Investigation of Their Attitudes and Motivation towards Learning Arabic as a Foreign Language in Multiethnic and Multicultural Malaysia. *Procedia-Social and Behavioral Sciences*, 9, 1805-1811. <https://doi.org/10.1016/j.sbspro.2010.12.404>
- Al-Khasawneh, F.M. (2016). Investigating foreign language learning anxiety: a case of Saudi undergraduate EFL learners. *Journal of Language and Linguistic Studies*, 12(1), 137-148. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1105172.pdf>
- Aziz, S. A. (2022). Motivational factors for learning Arabic as a second language abroad in Saudi Arabia. *Journal of Faculty of Education - Menofia University*, 22(2), 41-64. Retrieved from [https://journals.ekb.eg/article\\_243327.html](https://journals.ekb.eg/article_243327.html)
- Clement, R. (2006). Motivation, Self-confidence, and Group Cohesion in the Foreign Language Classroom. *Language Learning*, 44(3), 417-448.
- Daud, D., Hwa, C. P., Ahmad, H., How, H. E., Jincheng, Z., & Saidalvi, A. (2022). Exploring The Causes of Fear of Foreign Language Learning. *International Journal of Academic*

- Research in Business and Social Sciences*, 12(10), 3210 – 3223.  
<http://dx.doi.org/10.6007/IJARBS/v12-i10/15163>
- Deci, E. L., & Ryan, R. M. (1985). Intrinsic Motivation and Self-Determination in Human Behavior. Springer. <https://doi.org/10.1007/978-1-4899-2271-7>
- Dewaele, J. (2002). Psychological and socio-demographic correlates of communicative anxiety L2 and L3 Production. *International Journal of Bilingualism*, 6(1), 23-38. Retrieved from: [https://www.researchgate.net/publication/36725715\\_Psychological\\_and\\_sociodemographic\\_correlates\\_of\\_communicative\\_anxiety\\_in\\_L2\\_and\\_L3\\_production](https://www.researchgate.net/publication/36725715_Psychological_and_sociodemographic_correlates_of_communicative_anxiety_in_L2_and_L3_production)
- Dweck, C.S. (1986). Motivational processes affecting learning. *American Psychologist*, 41, 1040-1048.
- Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. Edward Arnold Publishers.
- Gardner, R. C. (2001). Integrative motivation and second language acquisition. In Z. Dörnyei, & R. Schmidt (Eds.), *Motivation and Second Language Acquisition* (pp. 1-19). Hawaii: University of Hawaii Press. [https://books.google.com.my/books?hl=en&lr=&id=7MELVJorM6AC&oi=fnd&pg=PA1&dq=Integrative+motivation+and+second+language+acquisition.+In+Z.+D%C3%B6rnyei,+%26+R.+Schmidt+\(Eds.\),+Motivation+and+Second+Language+Acquisition+\(pp.+1-19\).+&ots=4Ia\\_NkhexV&sig=t\\_ZJQsu7pg-xSli38Drb2nz47ek#v=onepage&q&f=false](https://books.google.com.my/books?hl=en&lr=&id=7MELVJorM6AC&oi=fnd&pg=PA1&dq=Integrative+motivation+and+second+language+acquisition.+In+Z.+D%C3%B6rnyei,+%26+R.+Schmidt+(Eds.),+Motivation+and+Second+Language+Acquisition+(pp.+1-19).+&ots=4Ia_NkhexV&sig=t_ZJQsu7pg-xSli38Drb2nz47ek#v=onepage&q&f=false)
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and Motivation in Second Language Learning*. Rowley, MA: Newbury House Publishers.
- Ghazali Yusri, Nik Mohd Rahimi and Parilah M. Shah. (n.d.). *Kebimbangan Ujian dan Motivasi dalam Kalangan Pelajar Kursus Bahasa Arab dalam Konteks Kemahiran Lisan* (Vol. 2(2)):46-58. *Asean Journal of Teaching and Learning Higher Education*. Cited by 25 <https://www.tandfonline.com/doi/abs/10.1080/10494820.2011.555840>
- Harmer, J. (1991). *The practice of English language teaching - Motivational differences*. London: Longman.
- Horwitz, E. K., Horwitz, M. B., & Cope J. A. (1986). Foreign language classroom anxiety. *Modern Language Journal*, 70, 125-132. <http://dx.doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Jackson, J. (2002). Reticence in second language case discussions: Anxiety and aspirations. *System*, 30(1), 65-84. [https://doi.org/10.1016/S0346-251X\(01\)00051-3](https://doi.org/10.1016/S0346-251X(01)00051-3)
- Jackson, S.L. (2015) *Research methods and Statistics-A Critical Thinking Approach* (5<sup>th</sup> Edition) Boston, USA:: Cengage Learning.
- Kamarulzaman, M. H., Ibrahim, N., Md Yunus, M., & Mohd Ishak, N. (2013). Language anxiety among gifted learners in Malaysia. *English Language Teaching*, 6(3), 20-29. <http://dx.doi.org/10.5539/elt.v6n3p20>
- Lai, Emily R. (2011). *Motivation: A Literature Review*. Research Report. Retrieved from: <http://www.pearsonassessments.com/research>
- MacIntyre, P. D., & Gardner, R. C. (1989). Anxiety and second language learning: Toward a theoretical clarification. *Language Learning*, 39(2), 251-275. [http://faculty.cbu.ca/pmacintyre/research\\_pages/journals/anxiety\\_and\\_L2\\_1989.pdf](http://faculty.cbu.ca/pmacintyre/research_pages/journals/anxiety_and_L2_1989.pdf)
- MacIntyre, P. D., & Gardner, R. C. (1994). The effects of induced anxiety on three stages of cognitive processing in computerized vocabulary learning. *Studies in Second*

- Language Acquisition*, 16(01):1 - 17. Retrieved from: [https://www.researchgate.net/publication/231965721\\_The\\_Effects\\_of\\_Induced\\_Anxiety\\_on\\_Three\\_Stages\\_of\\_Cognitive\\_Processing\\_in\\_Computerized\\_Vocabulary\\_Learning](https://www.researchgate.net/publication/231965721_The_Effects_of_Induced_Anxiety_on_Three_Stages_of_Cognitive_Processing_in_Computerized_Vocabulary_Learning).
- Matsuda, S. & Gobel, P. (2001). Quiet apprehension: Reading and classroom anxieties. *JALT Journal*, 23(2-3), 227. <https://doi.org/10.37546/JALTJJ23.2-3>
- Moghazy, M. (2021). The Role of Students' Motivation in Teaching Arabic as a Second Language in Dubai. *International Journal of Research and Scientific Innovation (IJRSI)*, 10(05), 151-157. Retrieved from 10.51244/IJRSI.2021.8506
- Nur Pratiwi, Suhaila Zailani Hj. Ahmad dan Salamiah Ab. Ghani. 2014. *Kajian terhadap Faktor Keresahan Pelajar dalam Kelas Maharat al-muhadathah wal khatabah. Pengajaran dan pembelajaran bahasa Arab*. [http://irep.iium.edu.my/40399/1/Seminar\\_Pengajaran\\_Dan\\_Pembelajaran\\_Bahasa\\_Arab\\_2014.pdf](http://irep.iium.edu.my/40399/1/Seminar_Pengajaran_Dan_Pembelajaran_Bahasa_Arab_2014.pdf)
- Rahmat, N.H. (2020) Investigating the Cycle of Fear in Foreign Language Learning. *European Journal of Foreign Language Teaching*, Vol 5(1), pp 117-127. <https://oapub.org/edu/index.php/ejfl/article/view/3245>
- Rahmat, N. H. (2022) Motives to learn English as a foreign language: an analysis from Vroom's Theory. *International Journal of Academic Research in Business & Social Sciences*, 12(4), 1539-1548. Retrieved from <https://dx.doi.org/10.6007/IJARBSS/v12-i4/13150>
- Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2008). *Motivation in Education: Theory, Research and Applications* (3rd ed.). Pearson. Upper Saddle River, NJ.
- Williams, M., & Burden, R. (1997). *Psychology for language teachers*. Cambridge: Cambridge University Press.
- Zamri Mahamod, Jamaludin Badusah, Nik Mohd Rahimi Nik Yusoff, Mohamed Amin Embi dan Sharala Subramaniam. 2014. *Penggunaan dan Kekekapan Strategi Pembelajaran Bahasa Melayu dalam Kalangan Pelajar Warganegara Asing*. *Jurnal Pendidikan Bahasa Melayu*. 4(2): 25-35. [https://www.ukm.my/personalia/wp-content/uploads/2015/06/Paper-9\\_2014\\_Zamri-et.al\\_FPend.pdf](https://www.ukm.my/personalia/wp-content/uploads/2015/06/Paper-9_2014_Zamri-et.al_FPend.pdf)
- Zain, Z. M., Ibrahim, M. R., Bakar, A. A., & Rahmat, N. H. (2023). The Influence of Motivation and Fear in The Learning of A Foreign Language. *International Journal of Academic Research in Business and Social Sciences*, 13(6), 1583 - 1598. <http://dx.doi.org/10.6007/IJARBSS/v13-i6/17040>
- Zheng, Y., & Cheng, L. (2018). How does anxiety influence language performance? From the perspectives of foreign language classroom anxiety and cognitive test anxiety. *Language Testing in Asia*, 8(1). <https://doi.org/10.1186/s40468-018-0065>