

# 12. Grammar Anxiety Levels and Subscales Among EFL Students.pdf

*by* Turnitin .

---

**Submission date:** 25-May-2026 09:54PM (UTC+0900)

**Submission ID:** 2969127656


**File name:** 12.\_Grammar\_Anxiety\_Levels\_and\_Subscales\_Among\_EFL\_Students.pdf (477.46K)

**Word count:** 6668

**Character count:** 40509


## Grammar Anxiety Levels and Subscales Among EFL Students

Audy Meylinda Mokoginta<sup>1</sup> Universitas Negeri Gorontalo, Indonesia<sup>1</sup>  
[audymokoginta21@gmail.com](mailto:audymokoginta21@gmail.com)<sup>1</sup>

Indri Wirahmi Bay<sup>2</sup>  Universitas Negeri Gorontalo, Indonesia<sup>2</sup>  
[indriwirahmi@ung.ac.id](mailto:indriwirahmi@ung.ac.id)<sup>2</sup>

Sri Widyarti Ali<sup>3</sup> Universitas Negeri Gorontalo, Indonesia<sup>3</sup>  
[widyartiali@ung.ac.id](mailto:widyartiali@ung.ac.id)<sup>3</sup>

 <https://doi.org/10.58194/eloquence.v5i1.3179>

Corresponding Author:  Indri Wirahmi Bay

Article History	ABSTRACT
Received 27-11-2025 Accepted: 06-03-2026 Published: 21-04-2026	<p><b>Background:</b> Grammar anxiety is a persistent affective barrier that negatively affects EFL students grammatical performance in higher education settings.</p> <p><b>Objectives:</b> This study intends to investigate the levels, subscales, and severity of grammar anxiety among fourth-semester EFL students.</p> <p><b>Method:</b> In this study, a quantitative descriptive design was utilized, with the structured questionnaire serving as the primary source for data collection. The target population consisted of 135 fourth-semester students. However, only 90 students voluntarily participated by completing the questionnaire. Therefore, the study employed a convenience sampling technique. The Grammar Anxiety Scale, which was developed by Ekinci Çelikpazu and Taşdemir, was used as the research instrument. Data analysis was done through descriptive statistics, mean scores, and categorization procedures regarding severity to determine levels and patterns of grammar anxiety.</p> <p><b>Results and Discussion:</b> It was revealed in the results that 68.89% of the students experience grammar anxiety at a moderate level, 16.67% at a high level, and 14.44% at a low level. The highest anxiety level, among the three subscales, falls into the Emphasis on Grammar Learning subscales, followed by Student Confidence and then Grammar Learning Experience. The researchers concluded that grammar anxiety still remains one of the significant affective factors influencing students' confidence and participation. On the ground of these findings, it is recommended to English teachers to provide a supportive, communicative, and student-centered environment, which may reduce anxiety and enhance student engagement in grammar learning.</p> <p><b>Conclusions and Implications:</b> This study concludes that grammar anxiety still remains an influential factor in EFL students grammar learning and underlines the need for supportive instructional strategies. From these results, implications have been offered to teachers, curriculum designers, and future researchers on developing approaches that minimize anxiety and enhance grammar learning outcomes.</p>
<b>Keywords</b>	<i>Grammar Anxiety; English Foreign Language (EFL); Grammar Learning</i>
	<p><b>ABSTRAK</b></p> <p><b>Latar Belakang:</b> Kecemasan tata bahasa adalah penghalang afektif persisten yang berdampak negatif pada kinerja tata bahasa pelajar EFL di lingkungan pendidikan tinggi.</p> <p><b>Tujuan:</b> Penelitian ini bermaksud untuk menyelidiki tingkat, subskala, dan tingkat keparahan kecemasan tata bahasa di antara siswa EFL semester empat. <b>Metode:</b> Dalam penelitian ini digunakan desain deskriptif kuantitatif, dengan kuesioner terstruktur</p>

berfungsi sebagai sumber utama pengumpulan data. Populasi sasaran termasuk 90 mahasiswa semester empat, dan total pengambilan sampel diterapkan untuk memasukkan mereka semua dalam sampel. Skala Kecemasan Tata Bahasa, yang dikembangkan oleh Ekinci Çelikpazu dan Taşdemir, digunakan sebagai instrumen penelitian. Analisis data dilakukan melalui statistik deskriptif, skor rata-rata, dan prosedur kategorisasi mengenai tingkat keparahan untuk menentukan tingkat dan pola kecemasan tata bahasa.

**Hasil dan Diskusi:** Terungkap dalam hasil bahwa 68,89% siswa mengalami kecemasan tata bahasa pada tingkat sedang, 16,67% pada tingkat tinggi, dan 14,44% pada tingkat rendah. Tingkat kecemasan tertinggi, di antara tiga subskala, termasuk dalam subskala Penekanan pada Pembelajaran Tata Bahasa, diikuti oleh Kepercayaan Siswa dan kemudian Pengalaman Belajar Tata Bahasa. Para peneliti menyimpulkan bahwa kecemasan tata bahasa masih tetap menjadi salah satu faktor afektif signifikan yang mempengaruhi kepercayaan diri dan partisipasi siswa. Atas dasar temuan ini, direkomendasikan kepada guru bahasa Inggris untuk menyediakan lingkungan yang mendukung, komunikatif, dan berpusat pada siswa, yang dapat mengurangi kecemasan dan meningkatkan keterlibatan siswa dalam pembelajaran tata bahasa.

**Kesimpulan dan Implikasi:** Studi ini menyimpulkan bahwa kecemasan tata bahasa masih tetap menjadi faktor yang berpengaruh dalam pembelajaran tata bahasa pelajar EFL dan menggarisbawahi perlunya strategi instruksional yang mendukung. Dari hasil ini, implikasi telah ditawarkan kepada guru, perancang kurikulum, dan peneliti masa depan untuk mengembangkan pendekatan yang meminimalkan kecemasan dan meningkatkan hasil pembelajaran tata bahasa.

**Kata Kunci** *Kecemasan Tata Bahasa, Bahasa Inggris Sebagai Bahasa Asing, Pembelajaran Tata Bahasa*



Copyright: © 2026 by the author(s).

This is open access article under the

[Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

## INTRODUCTION

Language education is a fundamental cornerstone in developing the students abilities in reading, listening, speaking, and writing while building up their ways of thinking and perceiving information. Language use is intrinsically linked with thinking as people usually need linguistic forms to reflect, develop, and bring coherence to their thoughts. Because of this, grammar instruction could not be isolated from language learning but rather constitutes a vital part of the process. Grammar is commonly characterized as a structural system consisting of principles that can be considered in isolation from phonology or meaning. This view signals grammar's central place in constructing and delivering meaning. Thus, proficient grammatical competence can be established as the threshold to successful communication, particularly in EFL contexts. [1], [2]

Although grammar is crucial, its mastery is not an intuitive process for the learner; rather, it must be provided through explicit and systematic instruction. Learners in language classes need systematic guidance in developing grammatical accuracy and fluency. It would appear that targeted intervention is often necessary to improve grammar, spelling, and punctuation, implying that grammar needs to be meaningfully integrated within all aspects of language learning. Too often, grammar becomes a significant stumbling block for EFL students, particularly when they face the daunting tasks of essay writing, sentence building, or even academic communication. The usually ensuing psychological responses include anxiety, hesitation, and avoidance in language use. [3]

Anxiety is widely regarded as one of the most influential affective variables in language learning. Anxiety is manifested through tension, fear, nervousness, and worry, which interferes with learners' performance in various language tasks. In the process of EFL learning, grammar anxiety arises when students are overwhelmed by complicated rules, fear making mistakes, or

cannot apply grammar appropriately in communication. Anxiety impairs learners' performance in the process of English learning. Grammar anxiety has been found to impede speaking and writing fluency because anxious students overthink grammatical rules rather than talk freely. This phenomenon was observed among tertiary students in Bangladesh, where an overemphasis on grammatical accuracy leads to hesitation and disrupted fluency in the process of communication.[4], [5]

Grammar anxiety is influenced by several contributory factors such as grammar tests, an immense amount of grammatical material, teachers' emphasis on error correction, and the mismatch between traditional grammar teaching and communicative approaches. Unlike other types of language anxiety, for example, such as speaking anxiety or writing anxiety, grammar anxiety refers to the emotional reaction of learners when they interact with grammar rules, exercises, or corrections. Whereas speaking anxiety refers to oral communication and writing anxiety refers to written performance, grammar anxiety reflects discomfort and tension linked only to grammar learning tasks. From this perspective, it seems that grammar possesses some unique challenges which may give rise to stronger feelings of insecurity and confusion compared to other language skills.[7], [8], [9]

Several of the prior studies have already focused on investigating the phenomenon of grammar anxiety by considering the three subscales suggested by Ekinci Çelikpazu and Taşdemir, namely: (1) **emphasis on grammar learning**, (2) **learner beliefs**, and (3) **grammar learning experience**. Most of these studies evidenced that negative experiences, inflexible instructional approaches, and learners' beliefs about grammar difficulty increase anxiety levels. Despite the interest in the construct, one important research gap is that few have explored grammar anxiety based on their severity levels-low, moderate, high-particularly in higher education settings. Most earlier research focuses only on the identification of factors or the descriptions of students' perceptions, but does not categorize the intensity of grammar anxiety experienced by students nor how such differences in severity shape their emotional experiences.[1]

Anxiety is considered a major barrier in the process of mastering English, according to some studies carried out in both the Philippines and Indonesia. Filipino students experience high anxiety in oral communication and error correction. These studies deepen the understanding of language anxiety in general but still do not address grammar anxiety from the perspective of severity levels. Anxiety is also a significant factor in L2 learning; however, its specific dimension-grammar anxiety-remains underexplored.[10], [11], [12]

In the absence of such research, **this study will add a new dimension to the existing literature** by looking at grammar anxiety as a domain-specific affective construct in itself, rather than always relating it to performance in speaking or writing. The research will rest on the framework of the Grammar Anxiety Scales (GAS), proposed by Ekinci Çelikpazu and Taşdemir, which conceptualizes grammar anxiety as an emotional reaction that has its roots in learners' beliefs, past learning experiences, and perceptions about grammar. This framework will enable the research to classify students' grammar anxiety in terms of severity to offer a more specific and detailed explanation of their emotional reactions.

This research is novel in the sense that it explores grammar anxiety in terms of severity in the Indonesian context among ELESF students at Universitas Negeri Gorontalo. Although previous studies have indicated factors that may result in grammar anxiety, very few research works have attempted to classify anxiety into its level of severity with the intention of understanding its intensity and implications. This research fills this gap and adds new insights into how grammar anxiety is manifested in pre-service teachers of English, for whom grammatical mastery is a significant determinant of academic and professional success.

The importance of this research is two-fold: it gives educators and curriculum developers a better understanding of the intensity of grammar anxiety students go through and allows them to come up with strategies that are more encouraging and instill confidence in grammar learning. This identification of the severity of anxiety will help institutions identify learners who might need additional academic or psychological support to master grammar.

Consequently, the particular objective of this research is to describe the level, subscale, and severity of grammar anxiety of the fourth-semester students of the English Language Education Study Programme at Universitas Negeri Gorontalo using the Grammar Anxiety Scale. Addressing this objective, the research hopes to contribute empirical data to add to the literature on domain-specific language anxiety and inform grammar instructional development for EFL contexts.

## LITERATURE REVIEW

The English Language Education Study Programme at Universitas Negeri Gorontalo represents one of the leading university programs in language education, which is designed to grow towards international accreditation and recognition. In addition, Good Faculty Governance supports contributions to ELESP within the university's global-oriented vision through an increase in collaborative research with foreign institutions, global publishing, the development of digital education, community partnerships with foreign institutions, and enhancement of global academic networks. All these innovations have shown that the program's international orientation is growing and is expected to be further developed in the coming years.

Within this institutional context, the curriculum of the English Language Education Study Programme is systematically designed based on the national curriculum. It offers more than 60 courses with a total of 152 credits, which can be completed within eight semesters. These courses are divided into compulsory and elective subjects, while the compulsory courses are divided into national-level, university-level, and departmental-level courses. National-level courses include Pancasila, Religion, and Bahasa Indonesia, while university-level courses like Teaching Profession and PPL strengthen the practical and pedagogical competencies that students need in teaching. Departmental-level courses provide strong academic and methodological competence in Intensive English Course, English Phonetics and Phonology, English Poetry, Curriculum and Material Development, and qualitative and quantitative research courses. Students may opt for the elective courses Translation, Interpreting, Teaching English for Young Learners, and Gender, Language and Inequality to deepen certain interests and add more competencies.[13]

The curriculum is also designed with prerequisite sequences to ensure the logical flow of learning. For instance, Intensive English Course should be taken before Writing for Professional Context, which then leads to Writing for Academic Purposes. Poetry needs to be taken before Prose, and Translation and Interpreting are needed before advanced translation and interpreting courses. These activities enhance cross-cultural competence, professional readiness, and holistic learning in such a way that upon completion, the graduates will have acquired not only theoretical but also practical language education skills.

The English Grammar course is one of the key components of this curriculum and is a compulsory subject designed for the second-semester students who have followed the Intensive English Course. This course is also aimed at strengthening the grammatical concepts and their use in the spoken and written communication of the students. The course learning outcomes are that on completion of the course, students are able to explain grammar concepts; use English aspects and tenses; apply modals, conditional sentences, passive voice, and question formation; apply reported speech and subordinate clauses; and identify grammatical errors in writing. The syllabus focuses on interactive learning, integrating discussions, case-based learning, analytical tasks, and problem-solving activities. Teaching materials will provide basic topics of grammar terminology,

tense systems, modal verbs, conditional constructions, passive voice, question formation, reported speech, and subordinate clauses. Assessment would be through assignments 15%, mid-term test 35%, and a case-method-based final project 50% focusing on grammatical error analysis. By such structuring, the syllabus will support both linguistic competence and pedagogical preparedness so that the student can use the knowledge of grammar effectively in real-time.

Foreign language anxiety is central to a discussion of learners' emotional experiences in language education. It is a distinctive psychological construct combining a complex mix of self-perceptions, beliefs, emotions, and behaviors that emerge from the challenges of learning a foreign language. FLA consists of communication apprehension, fear of negative evaluation, and test anxiety, each of which negatively influences language performance and cognitive processing. Therefore, individual traits such as perfectionism, low confidence, and unrealistic expectations are considered contributing factors to anxiety levels along with external factors like teaching style and classroom atmosphere. Moreover, studies show that learners experiencing high FLA tend to avoid speaking, underestimate their language competence, demonstrate poor working memory performance, and often struggle during the production of the language. [14], [15], [16], [17]

Cognitive effects of FLA are related to input, processing, and output. Severe anxiety depletes working memory, decreases comprehension of subtle structures, and makes it difficult to recall language rules correctly. Affective effects involve lowered motivation, negative attitudes toward the learning process, avoidance of situations requiring language use, and general lack of participation. Situational variables, such as strictly error-centered instruction, accentuate anxiety, while non-threatening, communicative classes and positive feedback dampen anxiety. Therefore, internal and external factors interact to determine the level and types of FLA in different learning contexts. Three specific forms of FLA—communication apprehension, fear of negative evaluation, and test anxiety—further demonstrate how anxiety influences learners. Communication apprehension involves a fear of speaking because one is afraid of making a mistake or feeling embarrassed. Quite logically, students avoid speaking activities, particularly unpredictable or 'high-stakes' ones, and may make long-lasting aversions toward oral communication. Fear of negative evaluation pertains to learners' concern about receiving peer or teacher evaluation and applies to silence, avoidance, and participation stress. It can also cause emotional harm and problems in achievement, especially in classrooms with high levels of competitiveness or strong evaluation. Test anxiety occurs during testing times and has related cognitive interference, physical symptoms, and reduced performance. High levels of test anxiety correlate with lower levels of language achievement, such as that observed among Chinese medical students and Thai learners of Chinese. Altogether, these factors suggest that anxiety is an important factor that shapes performance and long-term involvement in learning. [18], [19], [20], [21], [22]

Grammar Anxiety is a domain-specific form of foreign language anxiety related to learners' emotional discomfort while dealing with grammar-related tasks. It arises from the fear of mistakes, complex rules, negative past experiences, and rigid teaching methods. Grammar usually seems complicated and inflexible to learners; therefore, this perception develops greater levels of stress, avoidance, and lowered confidence. GAS, as designed by İkinçi Çelikpazu and Taşdemir, conceptualizes grammar anxiety in terms of three sub-scales: **Emphasis on Grammar Learning, Learner Beliefs, and Grammar Learning Experience**. The model corresponds respectively to GTA, GCA, and GLA. It supplies a framework in which specific sources and the severity of grammar anxiety may be analyzed in detail, taking into account how it does or will affect performance in other skills such as reading, writing, and speaking. [23]

Grammar anxiety has a threefold effect on learners, both cognitively, motivationally, and communicatively. High anxiety increases cognitive load, reduces working memory function, and slows down grammar processing. Motivationally, grammar anxiety leads to negative attitudes, avoidance, and withdrawal from grammar tasks. In communication, anxious learners hesitate to

speak or write, limit sentence complexity, and struggle in academic writing tasks due to preoccupation with accuracy. Supportive teaching strategies, error-tolerant environments, and communicative approaches help mitigate these obstacles and encourage learners to engage more confidently with grammar. At the same time, students' anxiety can be usually found on every learning subject, especially on learning grammar.[24], [25], [26]

The GAS framework further differentiates the level of grammar anxiety as low, moderate, and high. Low-anxiety students view grammar in a positive perspective and take risks, while moderate-anxiety students are intermittently nervous, and their performance is impaired only when under pressure. Highly anxious learners experience intense fear and avoidance, impacting overall proficiency and effective communication. Such levels can be viewed from the three sub-scales of GAS and are useful indications for teaching interventions. Previous research has contributed to the understanding of grammar anxiety by adopting the GAS instrument. Ekinici Çelikpazu & Taşdemir indicated the structure with three factors and the relationship of anxiety to grammar performance. Two previous Studies applied GAS to investigate anxiety related to academic writing. The results indicated different anxiety levels across the sub-scales: grammar learning with low anxiety (4.4%), high anxiety from learner beliefs (82.13%), and high in grammar learning experience (77%). The factors that notably contribute to anxiety from both studies are internal, such as fear of mistakes, negative evaluation, and low confidence, and external, such as strict teachers, tense classrooms, and peer pressure. Among the students, the strategies adopted included incidental and intentional grammar learning and the use of AI grammar checkers like Grammarly. These studies have shown that while the GAS is applicable in Indonesia, most of the research focuses on the causes rather than the severity classification.[27], [28]

The theoretical basis for this study involves FLA theory and its extensions into grammar anxiety. The sub-scales of the GAS accord well with the constituents of FLA, especially test anxiety and fear of negative evaluation, and offer a domain-specific elaboration about grammar. Integration of GTA, GCA, and GLA further fortifies the interpretive framework by linking psychological responses to learning, use, and evaluation of grammar.

Few studies have divided anxiety about grammar into quantitative scales, such as GAS; no research has investigated grammar anxiety in ELESF students at the Universitas Negeri Gorontalo. Hence, this study endeavors to fill this gap by using GAS to measure levels and sub-scales distributions of grammar anxiety among fourth-semester ELESF students in the 2023/2024 academic year.

## METHOD

This research used a quantitative descriptive study design to investigate the levels of grammar anxiety among the fourth-semester students in the English Language Education Study Program, Universitas Negeri Gorontalo. Quantitative descriptive research is a systematic process focused on collecting numerical data to describe a phenomenon as it occurs in nature. The design in this study has enabled the researcher to measure the students' grammar anxiety levels by using numerical scores derived from questionnaires and classify them into predefined categories.[29]

Although the primary orientation of this study was quantitative, qualitative data were also obtained through semi-structured interviews. This complemented the approach by allowing further probing into students' experiences and feelings that concern grammar anxiety. Qualitative data thus reinforce and help explain the quantitative findings.

The population of this study consisted of 135 fourth-semester students in the English Language Education Study Program at Universitas Negeri Gorontalo. However, only 90 students participated by voluntarily completing the questionnaire. Therefore, this study employed a convenience sampling technique, as the sample was determined based on participants' availability

and willingness to respond. This was chosen because they had undergone the foundational courses of Grammar, Linguistics, and English Skills; thus, they are sufficiently experienced in grammar learning and relevant for the purpose of the study. At the questionnaire stage, further participants were purposively selected in order to conduct follow-up interviews with representatives at high, moderate, and low grammar anxiety levels based on the scores of the questionnaires. This ensured that interview data reflected a balanced representation of varying anxiety levels.

The researcher obtained official permission from the Head of the English Language Education Study Program before collecting data. The principles of ethics were followed, and it was assured that the participation was voluntary, confidential, and solely for academic purposes.

The primary instrument used in this study was the Grammar Anxiety Scale (GAS) developed by Ekinçi Çelikpazu and Taşdemir. The instrument consists of 33 items measured on a 4-point Likert scale (1 = Never, 2 = Sometimes, 3 = Usually, 4 = Always). GAS contains three subscales:

1. Emphasis on Grammar Learning
2. Learner Beliefs
3. Grammar Learning Experience

Students' total scores were used to classify their grammar anxiety levels into the following categories:

1. Low Anxiety: 33–66
2. Moderate Anxiety: 67–100
3. High Anxiety:  $\geq 101$

Each subscale also had its own scoring range to determine low, moderate, or high anxiety levels. These predetermined ranges from the instrument developers ensured standardized interpretation of grammar anxiety severity. These score classifications were adopted from the original Grammar Anxiety Scale (GAS) developed by Ekinçi Çelikpazu and Taşdemir, ensuring consistency with the instrument's empirical validation. Furthermore, for the three categories of grammatical anxiety levels on the third subscale are classified as follows:

**For the Emphasis on grammar learning sub-scale, the following are:**

1. Scores of 14 to 28 indicate a low level of anxiety,
2. Scores of 29 to 43 indicate a moderate level of anxiety, and
3. Scores above 44 indicate a high level of anxiety.

**For the learner beliefs sub-scale are:**

1. Scores of 10 to 20 indicate a low level of anxiety,
2. Scores of 21 to 31 indicate a moderate level of anxiety, and
3. Scores above 32 indicate a high level of anxiety.

**For the grammar learning experience sub-scale, the following are:**

1. Scores of 9 to 18 indicate a low level of anxiety,
2. Scores of 19 to 27 indicate a moderate level of anxiety, and
3. Scores above 28 indicate a high level of anxiety.

A semi-structured interview guide served as the supplementary instrument. Interview questions were open-ended and developed based on patterns and trends observed in the

questionnaire results. The interview aimed to explore students' emotional responses, previous learning experiences, and personal beliefs about grammar that could not be fully captured by numerical data. Interviews were conducted with students who had high, moderate, or low anxiety scores to ensure a comprehensive understanding of the phenomenon.

The Grammar Anxiety Scale was converted into an online survey using Google Forms. The link was distributed to all fourth-semester students. Participants were instructed to read each statement carefully and select the option that best represented their experiences. Responses were automatically recorded and downloaded for analysis. After analyzing the questionnaire responses, participants with varying anxiety levels were identified using purposive sampling. Semi-structured interviews were conducted to obtain more detailed insights into the sources, manifestations, and experiences of grammar anxiety. Interviews were informal, flexible, and designed to encourage participants to express their perspectives freely.

Quantitative data from the questionnaire were analyzed using descriptive statistics. All responses were tabulated and categorized according to the 4-point Likert scale. Percentages were calculated to determine the distribution of responses for each item using the formula:<sup>[30]</sup>

$$P = \frac{f}{N} \times 100\%$$

Where P represents the percentage, F the frequency, and N the total number of respondents.

In addition to frequency and percentage analysis, the mean score of each sub-scale was converted into a percentage to facilitate comparison. The percentage score was calculated using the formula:

$$P = \frac{f}{N} \times 100\%$$

Where P represents the Percentage, F the Frequency (the score of students who answer, and N the Maximum score.

Based on the results, students' anxiety levels were categorized as low, moderate, or high, following the classifications proposed by Ekinci Çelikpazu & Taşdemir. The data were presented through tables and bar graphs to visualize patterns and trends clearly. The researcher then interpreted which of the three factors, emphasis on grammar learning, learner beliefs, or grammar learning experience, contributed most significantly to students' grammar anxiety. Meanwhile, the qualitative data gathered from interviews were analyzed using thematic analysis to identify recurring themes and patterns. This method enabled the researcher to extract meaningful insights that supported and expanded the quantitative findings. The integration of both data sources provided a more comprehensive understanding of grammar anxiety among EFL students. To ensure validity, the study employed methodological triangulation, using both quantitative and qualitative techniques to cross-check and confirm the results.

Finally, this study strictly adhered to ethical research principles. The Grammar Anxiety Scale (GAS) was used solely for academic purposes, and participants' confidentiality was guaranteed throughout the study. The researcher ensured that all collected data were securely stored and anonymized, with no personal identifiers disclosed beyond scientific reporting. Overall, this methodological approach provided a solid foundation for examining the levels, subscales, and patterns of grammar anxiety among ELESF students at Universitas Negeri Gorontalo, thereby supporting the overarching aim of understanding affective factors in English grammar learning.

## RESULT AND DISCUSSION

The findings revealed that students experienced different levels of grammar anxiety,

categorized into low, moderate, and high levels according to the GAS classification system.

**Tabel 1.** The Results of Frequency GAS Level

Range of Scores	Frequency	Percentage
Low (33-66)	13	14,44%
Moderate (67-100)	23	68,89%
High (above 101)	15	16,67%
<b>Total</b>	<b>90</b>	<b>100,00%</b>

Table 1 shows that most ELESF students (68,89%) experienced moderate grammar anxiety, while (14,44%) experienced low anxiety and (16,67%) experienced high anxiety. This indicates that grammar learning is a moderately stressful component of English learning for most students. The analysis was further divided into three sub-scales: *Emphasis on Grammar Learning*, *Learner Beliefs*, and *Grammar Learning Experience*, as proposed in the GAS framework.

**Tabel 2.** The Results of Emphasis on Grammar Learning

Range of Scores	Frequency	Percentage
Low (14-28)	5	5,56%
Moderate (29-43)	29	32,22%
High (above 44)	56	62,22%
<b>Total</b>	<b>90</b>	<b>100,00%</b>

Results for the Emphasis on Grammar Learning sub-scale, indicate that 56 students fall into the high-anxiety category (62.22%), followed by the moderate category (32.22%), with 29 students, and a small proportion in the low category (5.56%), with 5 students. This indicates that many students feel considerable pressure when learning and mastering grammar rules, making this aspect the most dominant source of anxiety.

**Tabel 3.** The Results of Learner Beliefs

Range of Scores	Frequency	Percentage
Low (10-20)	19	21,11%
Moderate (21-31)	40	44,44%
High (above 32)	31	34,44%
<b>Total</b>	<b>90</b>	<b>100,00%</b>

Result shows the majority of students are in the moderate category (44.44%) with 40 students, followed by the high category (34.44%) with 31 students, and the low category (21.11%) with 19 students. This finding suggests that while some students hold positive beliefs about their grammar ability, others still lack confidence, which contributes to their anxiety levels.

**Tabel 4.** The Results of Grammar Learning Experiences

Range of Scores	Frequency	Percentage
Low (9-18)	55	61,11%
Moderate (19-27)	23	25,56%
High (above 28)	12	13,33%
<b>Total</b>	<b>90</b>	<b>100,00%</b>

Result shows the Grammar Learning Experience sub-scale, indicate that most students (55 students) fall into the low-anxiety category (61.11%), followed by the moderate category (25.56%), with 23 students, and the high category (13.33%), with 12 students. This suggests that past experiences in learning grammar are not a major source of anxiety for most students.

After obtaining the data results, the researchers compared each sub-scale, which includes the overall result average score of the Emphasis on Grammar Learning sub-scale (78%), the Learner Beliefs sub-scale (69%), and the Grammar Learning Experience sub-scale (52%). Based on the percentage data result, the highest anxiety level towards grammar is the Emphasis on Grammar Learning sub-scale with 78%.

These findings indicate that there are different grammatical anxiety levels among the fourth-semester ELESP students at Universitas Negeri Gorontalo. Most students were in the moderate category, which means grammar learning creates a situation of noticeable tension but tolerable. Fewer students suffered from low anxiety, while a similar number reported high anxiety, showing that stress related to grammar is there and does not affect all students equally. These findings can be interpreted to mean that grammar remains a psychologically taxing aspect of learning English, which reflects both the cognitive load and the evaluative pressure commonly associated with rule-based language performance.

Further analysis of the three sub-scales that comprise the Grammar Anxiety Scale yields further insight into the sources of anxiety. The sub-scales known as Emphasis on Grammar Learning was identified as the strongest contributor, with most students obtaining high-anxiety scores. This implies that expectations pertinent to the accuracy, rules, and assessments associated with grammar place significant pressure on learners. The Learner Beliefs sub-scale presented moderate anxiety, with many students still having inadequate perceptions of their own grammar ability and thus feeling diffident during learning activities. In contrast, the Grammar Learning Experience sub-scales obtained mostly low-anxiety scores for most students, meaning that prior grammar learning experiences were not a big source of anxiety for them. This reflects that current learning conditions and academic expectations have a stronger bearing upon students' anxiety rather than their previous classroom experiences.

Interview data support these quantitative findings. Students who reported high anxiety described extreme pressure during grammar tests and fear of making mistakes, whereas students with moderate anxiety mentioned that they hesitate to participate because they are afraid of using incorrect grammar. On the other hand, the students in the low-anxiety group described favorable past learning experiences which helped them be better prepared for grammar-related tasks. These accounts confirm that grammar anxiety is shaped not only by classroom evaluation but also by students' internal beliefs and learning histories. The combined interpretation of these results indicates that the sources of grammar anxiety among ELESP students are dominated by evaluative factors, especially strict expectations for grammatical correctness, and to a lesser degree, by personal beliefs and past experiences. <sup>28</sup> findings support the greater understanding that anxiety about a foreign language often emanates from a fear of making mistakes and being judged on them, most especially in structured and rule-bound aspects of the language, such as grammar. On the whole, the data show that grammar anxiety is a very real and measurable problem for EFL students, weakening confidence, reducing participation, and lowering comfort during language learning. Understanding these patterns constitutes a necessary step toward the formulation of instructional approaches that avoid putting undue pressure on students while considering their emotional welfare in grammar learning.

## CONCLUSION AND IMPLICATIONS

<sup>29</sup> The findings of this study prove that grammar anxiety is a significant and measurable affective factor among fourth-semester ELESP students who study at Universitas Negeri Gorontalo. The highest number of students reported a moderate level of grammar anxiety; thus, while grammar learning puts significant cognitive and emotional burdens on students, it does not prohibit them from participating in classroom activity or pursuing their academic goals. The closer analysis of the three sub-scales points out that the Emphasis on Grammar Learning is a strong

predictor of anxiety, which places emphasis on and reflects the stress one feels facing grammar rules, demands for accuracy, and evaluative activities. Learner Beliefs contributed the second highest, suggesting that confidence and self-concept of learners remain influential in shaping their emotional responses. On the contrary, Grammar Learning Experience contributed the least, suggesting that prior exposure to grammar instruction is generally or positively neutral for most students.

The triangulation of quantitative and interview data confirms that grammar anxiety is a result of an interaction among academic expectations, internal beliefs, and previous learning conditions. These findings emphasize the necessity for instructional approaches that balance the demands for accuracy with supportive learning environments. Such an approach can possibly mitigate the risk of anxiety building up to levels detrimental to performance by reducing evaluative pressure, incorporating communicative grammar activities, and offering constructive feedback.

In essence, this study suggests that grammar anxiety may act as a potential psychological barrier that can influence learners' engagement and achievement in the EFL context, although further experimental research is needed to confirm its causal effects.

#### BIBLIOGRAPHY

- [1] E. Ekinci Çelikpazu and F. Taşdemir, "Grammar Anxiety Scale: The Validity and Reliability Study," *Participatory Educational Research*, vol. 9, no. 4, pp. 343–366, Jul. 2022, DOIs: <https://doi.org/10.17275/per.22.94.9.4>
- [2] D. Nunan, *Language Teaching Methodology: A Textbook for Teacher*, Illustrated, Reprint. Prentice Hall, 1991, 1991.
- [3] A. Praseyaningrum, M. Asrobi, S. A. Surayya, and S. Maysuroh, "Grammar Learning Strategies Applied by English Foreign Language Students," *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, vol. 10, no. 1, p. 26, Jun. 2023, DOIs: <https://doi.org/10.33394/jo-elt.v10i1.7168>
- [4] D. Anggraeny, I. Said, and R. B. Febriani, "https://jurnal.unigal.ac.id/index.php/jwp The Efl Students' Perception Of Their Foreign Language Anxiety In Speaking Class," vol. 7, no. 1, pp. 29–38, 2020, DOIs: <https://doi.org/10.25157/wa.v7i1.3123>
- [5] M. M. H. Chowdhury, "Grammar phobia as a hindrance to the fluency in oral communication of Bangladeshi tertiary level students: A study," *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English*, vol. 7, no. 2, pp. 204–216, Jan. 2023, DOIs: <https://doi.org/10.26905/enjourme.v7i2.8767>
- [6] S. Łuszczynska, "Reducing Grammar Anxiety According to Bill VanPatten and William R. Glass," *Linguodidactica*, vol. 21, pp. 181–194, 2017, DOIs: <https://doi.org/10.15290/lingdid.2017.21.13>
- [7] C. P. Ananda, H. Ruffitriansyah, S. A. Zulfah, and T. W. Apoko, "Investigating Students' Anxiety on the Use of Grammar in Vocational High Schools," *Linguistic, English Education and Art (LEEAA) Journal*, vol. 7, no. 2, pp. 270–282, May 2024, DOIs: <https://doi.org/10.31539/leca.v7i2.7530>
- [8] K. Krishnasamy, "Sri Ramakrishna Engineering College) In association with Systemic Functional Linguistics Grammar and Grammar Teaching: Changing Perspectives Volume 2 Editor Dr. Vathana Fenn Role of Grammar in Communicative Language Learning," *Language in India*, vol. 2, pp. 88–92, 2014, DOIs: <https://scispace.com/pdf/role-of-grammar-in-communicative-language-learning-1y7c6jcojb.pdf>.

- [9] N. Bintang Zul Hulaifah and T. F. B. Sibuea, "Language Anxiety Among English Foreign Language Learners," *KnE Social Sciences*, Jul. 2023, DOIs: <https://doi.org/10.18502/kss.v8i12.13686>
- [10] R. R. Jugo, "Language Anxiety in Focus: The Case of Filipino Undergraduate Teacher Education Learners," *Educ Res Int*, vol. 2020, 2020, DOIs: <https://doi.org/10.1155/2020/7049837>
- [11] N. Rachmawaty and S. Ariani, "Learning Strategies And Anxiety On Grammar Achievement." DOIs: <https://eprosiding.fib-unmul.id/index.php/sesanti/article/view/43/43>.
- [12] M. Amini, A. Roohani, and A. Jafarpour, "Effect of Flipped Teaching on High School Students' L2 Grammatical Achievement: Exploring Their Foreign Language Anxiety," *Teaching English Language*, vol. 16, no. 2, pp. 169–201, Jul. 2022, DOIs: 10.22132/TEL.2022.158977.
- [13] Faisal K Abdjul, "Is Speaking English, as an Additional Language for Daily Interaction, a Challenge?," Jan. 2024. DOIs: <https://doi.org/10.22373/ej.v11i1.19156>
- [14] E. K. Horvitz, M. B. Horvitz, and J. Cope, *Foreign Language Classroom Anxiety*, vol. 70, No. 2. The Modern Language Journal, 1986. DOIs: <https://doi.org/10.2307/327317>
- [15] G. Libyan Journal, "Understanding the Impact of Anxiety on Students' Language Proficiency," *Global Libyan Journal*, Jun. 2024, DOIs: 10.37376/glj.vi71.5857.
- [16] R. A. Aldarasi, "Foreign Language Anxiety: Libyan Students Speaking in English," 2019. DOIs: 10.5525/gla.thesis.80275
- [17] Z. Song, "Foreign Language Anxiety: A Review on Definition, Causes, Effects and Implication to Foreign Language Teaching," *Journal of Education, Humanities and Social Sciences*, vol. 26, pp. 795-799, 2024. Accessed: Nov. 23, 2025. [Online]. Available: <https://pdfs.semanticscholar.org/9e09/2def1361736402da9e93052747f37ca72d61.pdf>. <https://doi.org/10.54097/4838f411>
- [18] M. Akter, "Foreign Language Anxiety: A Study on Spanish Learners," *International Journal of Language and Literary Studies*, vol. 6, no. 2, pp. 38–56, May 2024, DOIs: <https://doi.org/10.36892/ijls.v6i2.1608>
- [19] W. Dong, "Anxiety and Self-efficacy in Foreign Language Learning Speaking among Chinese Students," *Lecture Notes in Education Psychology and Public Media*, vol. 27, no. 1, pp. 285–289, Dec. 2023, DOIs: <https://doi.org/10.54254/2753-7048/27/20231231>
- [20] S. Ismail, H. Md Isa, N. N. N. Zakaria, N. H. Rahmat, N. Idris, and N. A. Mohd Taib, "Foreign Language Classroom Anxiety Scale (FLCAS) Working Title: What Causes Foreign Language Anxiety?," *International Journal of Academic Research in Business and Social Sciences*, vol. 12, no. 8, Aug. 2022, DOIs: <https://doi.org/10.6007/IJARBS/v12-i8/14534>
- [21] Y. Wang, "Correlation between Foreign Language Classroom Anxiety and Foreign Language Achievement of Freshman and Teaching Enlightenment: A Case Study of Chinese Medical Students," 2023. Accessed: Nov. 23, 2025. [Online]. Available: <https://pdfs.semanticscholar.org/3202/1d7432a29423956525e0d69b0641dd2cece8.pdf>
- [22] Y. F. Gong, Y. Li, M. Li, H. Zhang, and T. Wang, "The roles of motivation, anxiety and learning strategies in online Chinese learning among Thai learners of Chinese as a foreign language," Aug. 2022. DOIs: <https://doi.org/10.3389/fpsyg.2022.962492>

- [23] E. Zengin and A. Şahin Toptaş, "Learning German as a foreign language: The impact of grammar on German-speaking anxiety," *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi*, no. 33, pp. 763–779, Apr. 2023, DOIs: <https://doi.org/10.29000/rumelide.1279143>
- [24] M. Salmiah, "The University Students' Anxiety in Learning English Grammar," *English Journal for Teaching and Learning*, vol. 10, no. 01, pp 1-12, 2022. [Online]. Available: <http://jurnal.iainpadangsidiempuan.ac.id/index.php/EEJ>.  
<https://doi.org/10.24952/ee.v10i01.5658>
- [25] Kim Christina *et al.*, "Language Anxiety: Understanding past research and new directions", *Frontiers in Psychology of Language*, vol. 16, pp 1-12, 2025. DOIs: <https://doi.org/10.3389/fpsyg.2025.1558714>
- [26] R. A. Aldarasi, "Foreign Language Anxiety: Libyan Students Speaking in English," 2019. DOIs: 10.5525/gla.thesis.80275.
- [27] D. Rizka, N. Alfiana, and I. M. Badriyah, "Classroom Management for Tertiary Level Students to Minimize Their Anxiety in English Language Learning," *Jurnal Manajemen dan Pendidikan Islam*, vol. 1, no. 1, 2024, DOIs: 10.52496/linuhung.v1i1.76.
- [28] Dewi Rizka Nur Alfiana, "Investigating Efl Students' Anxiety Towards English Grammarimplementation In Writing Course," 2024. Accessed: May 05, 2025. [Online]. Available: <http://etheses.uin-malang.ac.id/id/eprint/66591>
- [29] A. Ghanad, "An Overview of Quantitative Research Methods," *International Journal Of Multidisciplinary Research And Analysis*, vol. 06, no. 08, Aug. 2023, DOIs: <https://doi.org/10.47191/ijmra/v6-i8-52>
- [30] Anas Sudijono, "LET: Linguistics, Literature and English Teaching Journal Investigating Efl Students' Listening Anxiety: A Survey At Uin Antasari Banjarmasin," 2017. DOIs: <https://doi.org/10.18592/let.v7i2.1947>

## 12. Grammar Anxiety Levels and Subscales Among EFL Students.pdf

### ORIGINALITY REPORT

<b>10%</b>	<b>9%</b>	<b>5%</b>	<b>2%</b>
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

### PRIMARY SOURCES

<b>1</b>	<b>files.eric.ed.gov</b> Internet Source	<b>2%</b>
<b>2</b>	<b>wej.unwir.ac.id</b> Internet Source	<b>1%</b>
<b>3</b>	<b>ojs.unsulbar.ac.id</b> Internet Source	<b>1%</b>
<b>4</b>	<b>Alshammari, Badar. "English Writing Anxiety Among Undergraduate EFL Students in Saudi Arabia.", University of Essex (United Kingdom)</b> Publication	<b>&lt;1%</b>
<b>5</b>	<b>rsisinternational.org</b> Internet Source	<b>&lt;1%</b>
<b>6</b>	<b>Submitted to Universitas Muhammadiyah Jember</b> Student Paper	<b>&lt;1%</b>
<b>7</b>	<b>ejournal.1001tutorial.com</b> Internet Source	<b>&lt;1%</b>
<b>8</b>	<b>researchspace.ukzn.ac.za</b> Internet Source	<b>&lt;1%</b>
<b>9</b>	<b>askfilo.com</b> Internet Source	<b>&lt;1%</b>
<b>10</b>	<b>Submitted to AIMST University</b> Student Paper	<b>&lt;1%</b>
<b>11</b>	<b>Subhan Zein, Fuad Abdul Hamied. "The Routledge International Handbook of English</b>	<b>&lt;1%</b>

Language Education in Indonesia", Routledge, 2025

Publication

---

12 Md. Nurul Haque, Niroj Dahal, Md. Kamrul Hasan, Netra Kumar Manandhar, Hiralal Kapar, Ramazan Zengin, Sumona Sharmin. "Pedagogical strategies for mitigating foreign language anxiety: a mixed-methods study of first-semester undergraduate students", Frontiers in Education, 2026

Publication

---

13 [public-pages-files-2025.frontiersin.org](https://public-pages-files-2025.frontiersin.org) <1 %

Internet Source

---

14 [www.auni.edu](http://www.auni.edu) <1 %

Internet Source

---

15 [www.researchgate.net](http://www.researchgate.net) <1 %

Internet Source

---

16 [123dok.com](http://123dok.com) <1 %

Internet Source

---

17 Dzurriyyatun Ni'mah, Kurniasih Kurniasih, Ika Hidayanti, Fazyudi Ahmad Nadzri. "Can Writing Anxiety Change Over Time? Evidence from a Mixed-Method Study", Jurnal Pendidikan Progresif, 2026

Publication

---

18 Muhammad Kamarul Kabilan, Mohd Iqbal Ahamat, Utami Widiati, Jasper Kun-Ting Hsieh. "Current Trends and Issues in ELT Materials in Selected Asian Contexts - Implications for the Global Community", Routledge, 2026

Publication

---

19 Nunung Yuliantini. "Enhancing EFL Speaking Fluency and Confidence through ChatGPT" <1 %

# Voice in Contextual Learning at Madrasah Aliyah", Jurnal Iman dan Spiritualitas, 2026

Publication

20	<a href="http://e-journal.hamzanwadi.ac.id">e-journal.hamzanwadi.ac.id</a> Internet Source	<1 %
21	<a href="http://ijmmu.com">ijmmu.com</a> Internet Source	<1 %
22	<a href="http://journal.umbandung.ac.id">journal.umbandung.ac.id</a> Internet Source	<1 %
23	<a href="http://krshikosh.egranth.ac.in">krshikosh.egranth.ac.in</a> Internet Source	<1 %
24	Sheline Feranda Lumintang, Barli Bram. "Examining Self-Efficacy and Language Anxiety of Theological Seminary Students", Linguistics and ELT Journal, 2024 Publication	<1 %
25	<a href="http://carrels.distantreader.org">carrels.distantreader.org</a> Internet Source	<1 %
26	<a href="http://e-journal.usd.ac.id">e-journal.usd.ac.id</a> Internet Source	<1 %
27	<a href="http://ejournal.umpri.ac.id">ejournal.umpri.ac.id</a> Internet Source	<1 %
28	<a href="http://eprints.soton.ac.uk">eprints.soton.ac.uk</a> Internet Source	<1 %
29	<a href="http://jurnal.ulb.ac.id">jurnal.ulb.ac.id</a> Internet Source	<1 %
30	<a href="http://preview.hindawi.com">preview.hindawi.com</a> Internet Source	<1 %
31	<a href="http://repository.mua.ac.ke">repository.mua.ac.ke</a> Internet Source	<1 %
32	<a href="http://scholarspace.manoa.hawaii.edu">scholarspace.manoa.hawaii.edu</a> Internet Source	<1 %

33

Rao, Sakuntala. "Adoption of Blockchain in Supply Chain Financing", SP Jain School of Global Management (India), 2024

Publication

<1%

---

Exclude quotes Off

Exclude matches Off

Exclude bibliography On