USING COLLABORATIVE LEARNING APPROACH TO REDUCE SPEAKING ANXIETY AMONG ESL LEARNERS

Daryleen Raymond[1], Wirawati Ngui[2*]

[1,2]Faculty of Education and Sports Studies, Universiti Malaysia Sabah, Kota Kinabalu, Sabah, Malaysia

daryleenraymond@gmail.com[1], wirawati.ngui@ums.edu.my[2]

Corresponding Author*

ABSTRACT

Speaking anxiety remains a widespread problem among language learners, especially for English as a Second Language (ESL) learners. The majority of students suffers from problems like lack of confidence, fear of making mistakes, and fear of being judged. This study aimed to investigate how collaborative learning reduces ESL learners' speaking anxiety. Specifically, it examined the language anxiety levels of learners before and after the implementation of collaborative learning and their perceptions of its effectiveness. The study adopted a quantitative research design with inferential and descriptive analysis. A total of 33 students from rural secondary school in Sabah participated in the study. Data were collected through pretest and posttest using the Foreign Language Classroom Anxiety Scale (FLCAS) to measure the anxiety level of the learners. In addition, an English Language Classroom Anxiety Scale (ELCAS) questionnaire was also distributed online to get feedback from the students on their collaborative learning experience. The findings portrayed that there was a significant decrease in learners' level of anxiety after the collaborative learning intervention as majority of the mean scores reported that learners demonstrate a strong positive attitude towards the approach and perceived it as very effective in reducing their speaking anxiety. The outcomes are expected to have pedagogical significance for English foreign language instructors, particularly in the design of classroom activities so as to promote learners' communicative confidence and enhance classroom interaction and students' language anxiety.

Keywords: language proficiency, second-language, ESL learners, speaking anxiety, collaborative learning approach, rural education

INTRODUCTION

English is the language of the world, and it is used by nearly 1.4 billion people across the globe (Lesso, 2023). English as a second language is taught in schools in Malaysia, and the students are referred to as ESL learners. To be fluent, ESL learners have to excel at all four skills which

are listening, speaking, reading, and writing. Of these, speaking is typically the most challenging due to the pressure of real-time communication. Although some Malaysians demonstrate adequate levels of English language proficiency, many of them still struggle to talk, particularly in formal or educational environment (Don & Abdullah, 2019). This typically creates speaking anxiety, or glossophobia, which is a feeling of nervousness or fear before or during speaking activities (Das, 2018).

Sutarsyah (2017) mentioned that anxiety of speaking negatively affects learners' ability to communicate and may be rooted in low confidence, fear of negative appraisal, or low language proficiency. Although speaking anxiety has been widely studied, most research has concentrated on general or urban student populations. Few have explored the rural ESL learner situation, although studies have indicated that rural students have been found to exhibit moderate to high levels of anxiety (Idrus & Hamid, 2021; Kaur, 2022).

When ESL learners collaborated with their classmates during speaking tasks, they feel less afraid to use the language and seeing how their peers speak will increase their self-confidence. Peer interaction through activities such as pair work, group discussion, and peer teaching have been shown to reduce anxiety and build confidence in the use of language (Ibrahim et al., 2015). Existing literature has also shown that learners feel more at ease and are more motivated when working with peers rather than under the scrutiny of teachers (Adickalam & Yunus, 2022; Aini et al., 2022; Sembiring & Dewi, 2022). Nevertheless, there is limited research done regarding the impact of collaborative learning on ESL students' speaking anxiety in rural Malaysian contexts such as Sabah.

To bridge this gap, this research aims at (i) establishing ESL learners' language anxiety level before and after introducing a collaborative learning approach, as well as (ii) examining ESL learners' perceptions on the effectiveness of this approach in reducing their speech anxiety. To fulfill these aims, the following research questions need to be addressed:

i) What are the levels of ESL learners' language anxiety before and after the intervention of the collaborative learning approach?

ii) What are ESL learners' perceived effectiveness of the collaborative learning approach on their speaking anxiety?

LITERATURE REVIEW

Speaking Anxiety Among ESL Learners in Malaysia

The ability to speak is a crucial skill when learning the English language, especially for learners in Malaysia as English is used as a second language. Don and Abdullah (2019) explained that even though there are Malaysian youths who can understand English, most of them are still struggling with oral communication. This will be a challenge for ESL learners, especially if their communicative competence is not adequate to meet the demands in a working environment or educational setting. Speaking is not merely a matter of linguistic competence but also involves learners' confidence and anxiety level. For Das (2018), "glossophobia" or fear of speaking is brought about by terror or fright over speaking tasks. Such anxiety usually occurs

when there is public speaking or group presentation and tends to hamper ESL students' involvement and development of oral language.

Sutarsyah (2017) supported this by stating that speaking anxiety has a significant impact on learners' performance and may lead to avoidance behaviour in speaking tasks. Students' willingness to participate in classroom activities will decrease if they consistently experience the feeling of being judged and misunderstood. Thus, students will have less chances to speak, which can affect their overall fluency and progress in acquiring the language.

Nuridzdzati and Akhiriyah (2023) mentioned that learners admit they feel shy due to speaking anxiety and this could affect how well they speak. Lack of confidence, insufficient social interaction, poor classroom experience, and fear of evaluation can contribute greatly to learners' anxiety levels. Anxiety can lead to nervousness and poor speaking performance in students (Aulia & Dalimunte, 2024). If one anxiety level increases, learners will avoid being engaged in communicative activities. This situation can limit learners' exposure to English spoken language in promoting ESL learners' fluency and confidence in speaking.

Students begin to associate speaking with shame or failure, establishing a cycle of silence and reluctance to speak. Unless dealt with early, such conditions will become entrenched, and communicative competence in English becomes a long-term hindrance.

Collaborative Learning as an Instructional Strategy

Collaborative learning is an instructional approach in which students learn through pairs or groups to achieve tasks, collaborative learning fosters shared responsibility and interaction. Ibrahim et al. (2015) highlighted that this approach is not merely a matter of placing students in groups, but it also encourages collective meaning-making and negotiation. In this type of learning environment, the instructor provides the role of a facilitator and not the source of information, thereby promoting critical thinking and independence in students. Through interaction with peers in the form of activities like group discussion, peer teaching, and role-play, the students are encouraged to talk more and confidently.
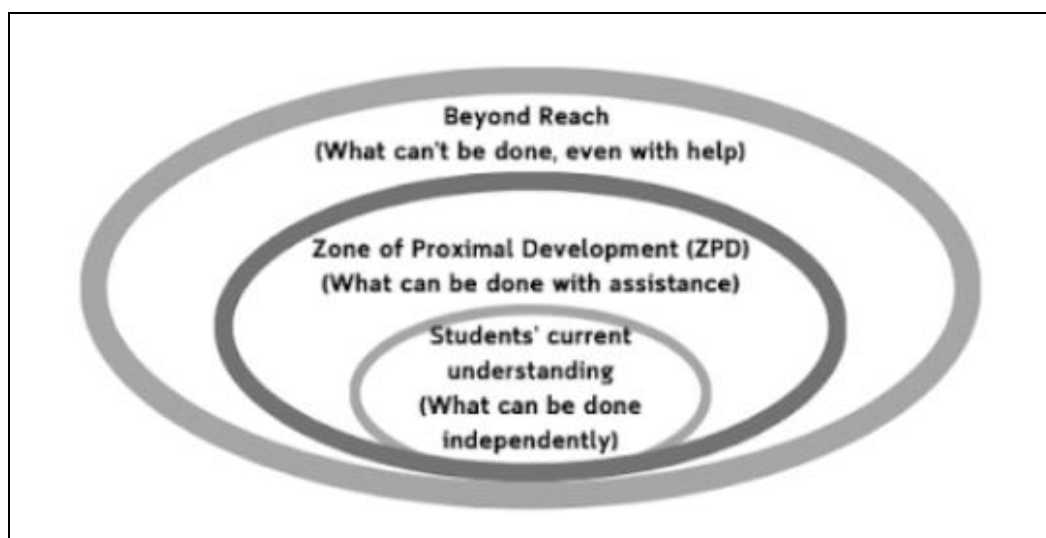
Figure 1. Vygotsky's Sociocultural Theory of Cognitive Development

Collaborative learning is grounded in social constructivist frameworks, like Vygotsky's Sociocultural Theory (1978), which emphasize the importance of social interaction in the development of cognition. Collaborative learning allows students to actively engage with other students, giving and getting help, discussing ideas, and working together with one another to complete tasks. It has been shown to enhance learners' confidence, anxiety decrease, and willingness to utilize the target language (Laal & Laal, 2011).

According to Hamsah et al. (2024), the study found that the students were more accepting of English usage in group work since the setting was calmer. Group tasks such as role-play, small group discussion, and peer review provide students with real-life use of the language in a low-stress environment. These interactions not only serve to enhance oral fluency but also subconsciously eradicate fear and anxiety, as long as mistakes are seen as chances to learn and progress and not fail.

However, even with all these positive outcomes, there are always some gaps left. Although many studies make collaborative learning a central advantage in terms of enhanced language learning, fewer still have had a specific focus on how it impacts long-term speaking anxiety. Furthermore, the majority of current literature aggregates results without considering the very specific education or cultural settings in which students are working. For instance, something that works in a well-funded urban school would not necessarily work in rural or low-resource contexts.

The current study seeks to contribute to the knowledge base by specifically focusing on ESL learners' language anxiety before and after a collaborative learning intervention. By examining both the level of learners' anxiety and their attitudes towards collaborative learning, the study seeks to offer a better understanding of how peer-supported learning strategies can be used to manage speech anxiety among Malaysian secondary education. In doing so, it leaves no doubt that there is an evident gap in existing research and highlights the need for further context-sensitive pedagogic practices in ESL teaching.

The Impact of Collaborative Learning on Reducing Anxiety

This task helps to develop a healthy learning context within which the students feel safer expressing themselves. When students realize that others are also struggling just like them, it removes the pressure of speaking perfectly. Hence, the students can be more willing to take risks in speaking, which ultimately helps to reduce anxiety in the long term.

There are different research studies that have validated the benefits of collaborative learning in reducing speaking anxiety. Adickalam and Yunus (2022) concluded that Kuala Lumpur secondary school students preferred working with peers compared to working with instructors. This indicates that peer-based learning settings can reduce tension and create a relaxed communications setting. Concurrently, Aini et al. (2022) stated that collaborative learning made students more confident and motivated to learn a language, while Sembiring and Dewi (2022) corroborated that Malang students felt less anxious and fearful of speaking when they worked in pairs. These findings suggest that collaborative learning makes not only learners more confident but also makes them more willing to practice speaking.

Students in group settings are less isolated in their struggles, so they experience more emotional comfort and are likely to participate more actively. The feeling of commonality can alter the focus from individual performance, which allows the student to focus more on the process and not dread scrutiny. Besides, the informal nature of peer interaction helps to generate fewer intimidations among students, hence keeping psychological limitations of public speaking in check. Gradually, constant exposure to conducive group dynamics will make learners internalize positive speech behavior. This is in line with the fact that social context plays a crucial role in shaping learners' affective reactions towards the use of language.

METHODOLOGY

This research adopts the quantitative approach in examining to what degree a collaborative learning (CL) environment can reduce speaking anxiety among ESL learners followed by research hypotheses of there is no significant difference in ESL learners' language anxiety levels before and after the collaborative learning intervention and ESL learners do not perceive the collaborative learning approach as effective in reducing their speaking anxiety. The study aimed to measure the learners' level of anxiety before and after the collaborative learning intervention and their perceptions regarding the intervention. The results of the perceptions will reveal if ESL learners portray a positive behaviour towards the collaborative learning approach as effective in reducing their speaking anxiety. There were two tools that were utilized in gathering information: a pre- and post-intervention anxiety questionnaire, and a post-intervention perception-based Likert-scale questionnaire.

The participants were 33 Form Four students from a public school in a remote area in Sabah, Malaysia. They were selected using purposive sampling methods as they possessed the specific characteristics of low English proficiency and were hesitant to use English while engaging in classroom tasks. The participants consisted of students who were of mixed levels of English proficiency aged 16 years old.

In an attempt to establish the level of speaking anxiety of the students, ELCAS, a version of the established FLCAS, was used. The scale had 20 items created to elicit learners' affective and psychological reactions when undertaking English-speaking tasks. All the items were scored on a 5-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree." The same items were administered pre- and post-intervention. 10 more items perception questionnaires were administered online after the intervention to gather insights on learners' perceptions on the collaborative learning (CL) approach and how much it influenced their confidence as well as the comfort in using the English Language.

To ensure that the instruments were valid and reliable, they were reviewed by more experienced researcher for content accuracy and relevance. Minimal adjustments were made to better reflect the local classroom environment without altering the constructs beneath. Cronbach's Alpha was used to study the reliability of the instruments with SPSS, and all the instruments recorded acceptable internal consistency values of above 0.7. The collaborative learning intervention was administered over 10 weeks with different topics based on the schools' scheme of work and each lesson plan was designed to meet students' needs. The lesson plan also included detailed steps on how the collaborative learning activities were conducted. Each group consisted of at least one student with higher proficiency in the language to assist their peers with lower proficiency levels. ESL learners encouraged each other in language

learning by offering constructive peer feedback and promoting shared responsibility through activities such as group discussion, peer interviews, and group presentation. Hence, learners has the initiative to fix their mistakes and feel motivated to improve their learning in a low-anxiety setting. For example, peer interviews can provide learners the opportunity to practice language in real communicative situations. The pre-test was administered prior to the intervention and the post-test after 10 weeks. The perception survey was given immediately after.

All of the data collected were analyzed with the use of IBM SPSS software. Paired sample t-test or inferential statistics was used in pre- and post-intervention data to identify any significant difference in the anxiety level. Descriptive statistics such as mean scores, standard deviations, frequencies, and percentages were used to analyze responses in the perception survey. Questionnaires were also handed out similarly, and all responses were examined very carefully during data entry. Ethical practice was executed throughout the research, keeping the students informed as regards the purpose of the research, permission sought, and their identities anonymised.

RESULTS AND DISCUSSION

The Levels of ESL Learners' Language Anxiety Pre- and Post-Intervention in the Collaborative Learning Approach

The ELCAS scores that were examined as shown on the Table 1 indicated that the level of anxiety had decreased following intervention. On the average, students had been scoring higher on the pre-test, indicating stronger nervousness and unease while responding in class. After working for a number of weeks in formal collaborative activities, post-tests showed movement downwards, and therefore, students were less tense during oral practice. These findings support trends found in previous research, e.g., Sembiring and Dewi (2022), where students feel more comfortable with talking when peer communication is encouraged under minimal-pressure contexts.

Table 1. Paired Sample t-test Results

Question No	Statement	Mean	SD	t	df	Sig (Two-Sided p)
Q1	I am afraid the other students will laugh at me when I speak English.	2.030	1.425	8.185	32	<0.001
Q2	I get nervous and confused when I speak English in my class.	1.818	1.334	7.832	32	<0.001
Q3	It frightens me when I do not understand what the teacher is saying in English.	1.576	1.347	6.720	32	<0.001
Q4	I start to panic when I must speak in English without preparation.	1.813	1.424	7.199	31	<0.001
Q5	I always feel that the other students speak English better than I do.	2.091	1.355	8.866	32	<0.001
Q6	I feel confident when I speak in English class.	-1.576	1.119	-8.090	32	<0.001

Q7	I can feel my heart pounding when I am going to be called on in English class.	1.545	1.371	6.474	32	<0.001
Q8	I feel ashamed when I reply in English to teacher's questions.	1.273	1.353	5.405	32	<0.001
Q9	I feel worried about making mistakes in English class.	1.364	1.220	6.420	32	<0.001
Q10	During English class, I find myself thinking about things that have nothing to do with the subject.	1.030	1.357	4.360	32	<0.001
Q11	I feel anxious when I have to answer a question in English in front of the class.	1.606	1.560	5.914	32	<0.001
Q12	I worry that my English classmates will think I am not good at English.	1.909	1.331	8.237	32	<0.001
Q13	I get upset when I do not understand what the teacher corrects in English.	1.606	1.391	6.635	32	<0.001
Q14	I prefer to keep silent in English class even if I know the answer.	1.697	1.510	6.456	32	<0.001
Q15	I feel worried that my English will sound funny to others.	1.909	1.355	8.095	32	<0.001
Q16	I feel relaxed during English class.	-1.000	1.323	-4.342	32	<0.001
Q17	I feel embarrassed when I cannot pronounce English words correctly.	1.818	1.489	7.016	32	<0.001
Q18	I often compare my English skills to others and feel less capable.	1.970	1.447	7.822	32	<0.001
Q19	I avoid eye contact with the teacher, so I will not be asked to speak in English.	1.697	1.551	6.286	32	<0.001
Q20	I feel that I will never be good at speaking English, no matter how hard I try.	1.152	1.326	4.990	32	<0.001

The perception data collected through the online survey questionnaire about what are ESL learners' perceived effectiveness of the collaborative learning approach in tackling their speaking anxiety informed the same narrative. The majority of students indicated that group work gave them a sense of security and comfort, which encouraged them to participate. A few even indicated they were more apt to contribute to small groups than when individually encouraged by the teacher. These findings support earlier claims made by Adickalam and Yunus (2022), where they indicated that peer-centered activities could act as an inhibitor to the anxiety observed in traditional oral tasks. It appears that the group tasks foster a supportive learning environment in which students feel comfortable taking risks without fear of criticism as there was a strong sense of community.

All the same, not everyone responded to the method in the same way. Some of the participants indicated that they remained nervous even in the collaborative setting. This suggests differences in students' individual differences in the experience and management of anxiety. Different characteristics such as introversion, class histories, or language skills are all potential influences. While collaboration might reduce stress for others, it does not take away all sources of anxiety, especially when the students must still be present in front of others.

The idea that language anxiety is a complex phenomenon in language learning is supported by the findings above. According to Rabu and Badlishah (2020, as cited in Awang-

Hashim et al., 2023), collaborative learning is a process that strengthens promotes cognitive thinking and fosters peer interactions.

ESL Learners' Perceived Effectiveness of The Collaborative Learning Approach in Tackling Speaking Anxiety

The findings for the second research question provide a clear indication that most ESL students perceived the collaborative learning (CL) approach as highly effective in reducing their speaking anxiety. Information gathered using the post-intervention survey indicated that students rated the experience positively, with most of the mean scores falling within "agree" to "strongly agree" on all ten items. These results show that the intervention not only helped to reduce learners' anxiety but also provided a more relaxed and confident environment for speaking English in class.

Table 2. Descriptive Statistics Results

Question No	Statement	N	Mean	SD
Q1	I feel more confident speaking English when working in a group.	33	4.39	0.556
Q2	I feel less nervous when I speak in a group compared to speaking alone.	33	4.36	0.549
Q3	Working in a group helps me practice speaking without having the feeling of being judged.	33	4.42	0.502
Q4	My group members help me when I do not know what to say in English.	33	4.45	0.564
Q5	I feel encouraged by my friends when we work together on speaking tasks.	33	4.52	0.508
Q6	Collaborative learning helps me reduce my fear of making mistakes when speaking.	33	4.33	0.595
Q7	I feel less anxious speaking in English during group activities.	33	4.27	0.574
Q8	I enjoy participating in group speaking activities.	33	4.39	0.609
Q9	Collaborative learning makes speaking activities more fun and interesting.	33	4.48	0.566
Q10	I believe that collaborative learning is an effective way to improve my English speaking skills.	33	4.52	0.508

With the positive trends in the data, the null hypothesis was rejected for the alternative hypothesis: that ESL learners perceive the collaborative learning method to be effective in minimizing their speaking anxiety. This supports the finding that the CL intervention was beneficial to learners' speaking experiences in English class.

One of the notable findings from the data is the sense of empowerment and ease learners experienced when participating in group-based activities. The interactive nature of collaborative learning allowed learners to speak more freely in English without the fear of being embarrassed or ostracized. This supports the sentiments of Lev Vygotsky (1978), whose Sociocultural Theory of learning heavily promotes the importance of social interaction in cognitive development. According to this theory, students benefit from guided interaction with

more capable peers or more knowledgeable others (MKO) in building confidence and speaking ability through shared experience and scaffolded support.

Based on the data gathered from the online survey questionnaire through the research question of what are ESL learners perceived effectiveness of the collaborative learning approach in reducing their speaking anxiety, the students suggested that peer support played an important role in alleviating speaking anxiety. The intervention fostered a positive learning community where the students gave one another feedback and worked collaboratively towards shared goals. This approach created a setting in which students were more willing to speak, interact, and improve. These findings are consistent with the Vygotsky's Zone of Proximal Development (ZPD) concept, which emphasizes the role of instructional support in allowing students to perform at levels they could not have reached independently.

In addition to anxiety reduction, the data obtained from the online survey questionnaire of ELCAS portrayed that students believed the collaborative learning approach was effective in improving their actual speaking proficiency. Assignments such as group discussions, presentations, debates, and peer reviews were discovered to be meaningful and purposeful. These assignments not only required students' active use of English, but also gave them the chance to develop their fluency for real-time communication. The findings reflect Govindasamy and Shah's (2020) work, where half of their ESL participants found pair work to be an effective way to speak more confidently in the classroom. Similarly, the present study confirms the value of structured, peer-based learning for advancing language development and reducing communication apprehension.

Together, these findings present strong support for the hypothesis that the collaborative learning approach is a viable and learner-friendly strategy for reducing speaking anxiety in ESL classrooms. By facilitating peer interaction, confidence building, and opportunities for speaking, CL helps to establish an environment where students are more prepared and willing to speak English.

Research Limitations

While the findings of the study are promising, there are several limitations that should be mentioned. The study was carried out with a relatively small group of students from a single school, and this may restrict the extent to which the findings can be applied to other contexts. A larger, more diverse sample may provide a better idea of the impact of cooperative learning in a variety of situations. Another problem lies in the utilization of self-report measures. Although tools like ELCAS yield useful information, they are still vulnerable to personal bias. Students can answer according to what they believe the teacher wishes or in accordance with how they would like to be perceived. Moreover, the intervention duration was short, which is only around 10 weeks. Changes in anxiety over the course of several weeks may not reflect stable attitude or behavioural changes, and what are the long-term effect of cooperative learning will be is not known.

Suggestions for Future Research

Further research would build on these findings by investigating the role of collaborative learning over a longer duration, for example, a semester or academic year, to determine whether improvements in speaking confidence are sustained. Growing the number of participants to include students from a range of regions or proficiency levels would help to establish the method's generalizability. It would also be helpful to build in a mixed-methods design, with survey data supplemented by interviews or observation of classroom engagement. Triangulation could potentially offer richer insight into the ways in which students internalize their group work experiences and how these influence their openness to speaking. In addition, further research may seek to investigate other variables, such as the structure of group tasks or the nature of peer relationships, in seeking to determine what parts of working together most impact anxiety.

CONCLUSION

This study examined the effectiveness of the collaborative learning (CL) method in reducing speaking anxiety among Malaysian ESL learners. Results showed a noticeable decrease in levels of anxiety after the intervention, with learners holding positive attitudes towards CL activities. Learners felt more at ease and supported, as indicated by the benefit of peer collaboration emphasized in Vygotsky's Sociocultural Learning Theory.

The findings show that CL not only promotes language learning but also helps in reducing affective barriers. Students were more likely to speak when they were being addressed by peers, supporting the efficacy of group-based learning in confidence building and taking part. This supports the role of collaborative methods to construct emotionally supportive ESL classrooms.

While with promising findings, the study employed a small sample and relied on self-report measures. Long-term effects of CL in varied contexts or by mixed methods could be further examined in subsequent studies to enrich the understanding. Studies of factors like learner background and personality may also provide richer insights into how different learners gain from collaborative learning.

Conflict of Interest: The authors have no conflicts of interest to declare.

Author Contributions: Daryleen Raymond wrote the manuscript. The author has read and agreed to the published version of the manuscript.

Institutional Review Board Statement: Not applicable.

Informed Consent Statement: Not applicable.

Data Availability Statement: The data presented in this review are available on request from the corresponding author.

Acknowledgement: Not applicable.

REFERENCES

Adickalam, E. R., & Yunus, M. M. (2022). The effects of collaborative tasks on the speaking skills of Malaysian adolescents in an ESL classroom. *International Journal of Academic Research in Progressive Education and Development. 11(2), 1095 - 1121.* http://dx.doi.org/10.6007/IJARPED/v11-i2/13887

Aini, F., Amin, M., & Saputra, A. (2022). Students' perceptions toward collaborative learning strategy for overcoming speaking anxiety among students of an Islamic senior school. *Journal of English Education Forum (JEEF), 2(2), 1–5.* https://doi.org/10.29303/j.v2i2.357

Aulia, R. M., & Dalimunte, M. (2024). Analyzing students' speaking anxiety: Level, causes, & strategy. *Journal of English Language Teaching in Indonesia (ELTIN), 12(1), 44-52.* https://www.e-journal.stkipsiliwangi.ac.id/index.php/eltin/article/view/4539

Awang-Hashim, R., Yusof, N., Benlahcene, A., Kaur, A., & Suppiah Shanmugam, S. K. (2023). Collaborative learning in tertiary education classrooms: What does it entail? *Malaysian Journal of Learning and Instruction, 20*(2), 205-232. https://doi.org/10.32890/mjli2023.20.2.1

Lesso, R. (2023). What are the 7 most spoken languages in the world? *The Collector.* https://www.thecollector.com/what-are-the-most-spoken-languages-in-the-world/

Das, S. (2018). Speech anxiety: Improper communication & fear of public speaking. *International Journal of English Learning and Teaching Skills, 1(4), 352-356.* https://www.researchgate.net/publication/343290624_Speech_Anxiety

Don, Z. M., & Abdullah, M. H. (2019). The reform of English language education in Malaysia. *Free Malaysia Today (FMT).* https://www.freemalaysiatoday.com/category/opinion/2019/05/22/the-reform-of-english-language-education-in-malaysia/

Govindasamy, M., & Shah, P. Md. (2020). Students' perceptions on collaborative speaking tasks in ESL classrooms. *Creative Education, 11, 2280-2292.* https://doi.org/10.4236/ce.2020.1111167

Hamsah, H., Noni, N., & Sunra, L. (2024). The implementation of collaborative learning in teaching English at a junior secondary school in Soppeng. *International Journal of Contemporary Studies in Education, 3(2), 167-176.* https://doi.org/10.56855/ijcse.v3i2.997

Ibrahim, N., Shak, M. S. Y., Mohd, T., Ismail, N. A., Perumal, P. D. A/P., Zaidi, A., & Yasin, S. M. A. (2015). The importance of implementing collaborative learning in the English as a second language (ESL) classroom in Malaysia. *Procedia Economics and Finance, 31, 346-353.* https://doi.org/10.1016/S2212-5671(15)01208-3.

Idrus, F., & Hamid, T. M. H. T. A. (2021). Profiling English language learning anxiety among selected rural area secondary school students in Malaysia: A Case Study. *International Journal of English Language Teaching, 9(1), 1-20.*

Laal, M., & Laal, M. (2012). Collaborative learning: What is it? *Procedia - Social and Behavioral Sciences, 31, 491-495.* https://doi.org/10.1016/j.sbspro.2011.12.092

Nuridzdzati, R. Y., & Akhiriyah, S. (2023). Exploring students' speaking anxiety: A case of high achieve students. *Journal of English Language Teaching and Literature (JELITA), 4(2), 160-175.* https://doi.org/10.56185/jelita.v4i2.233

Sutarsyah, C. (2017). An analysis of student's speaking anxiety and its effect on speaking performance. *Indonesian Journal of English Language Teaching And Applied Linguistics, 1(2), 143-152.* http://dx.doi.org/10.21093/ijeltal.v1i2.14

Vygotsky, L. S. (1978). Interaction between learning and development. In M. Cole, V. John-Steiner, S. Scribner, & E. Souberman (Eds.), *Mind in society: The development of higher psychological processes* (pp. 79-91). Harvard University Press.