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# Pengaruh Xenoglossofobia Terhadap Keberkesanan Pembelajaran Bahasa Inggeris dalam Kalangan Pelajar Politeknik Sultan Idris Shah

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## Abstract

*This study aims to investigate the influence of xenoglossophobia the anxiety associated with foreign language use on the effectiveness of English language learning among polytechnic students. The primary objectives include measuring the levels of xenoglossophobia and evaluating its impact on students' motivation and academic performance. Utilizing a descriptive quantitative research design through a cross-sectional survey, a sample of 224 diploma students (Semester 1 to Semester 3) was selected from a population of 426 based on the Krejcie and Morgan table. The research instrument consisted of a five-point Likert scale questionnaire covering xenoglossophobia, motivation and performance constructs, demonstrating high reliability with Cronbach's Alpha values ranging (  $\alpha$  from 0.907 to 0.929). Data were analyzed descriptively and inferentially using SPSS version 26.0 via Spearman correlation analysis. The findings indicate that xenoglossophobia is at a moderate level (mean = 3.12, SD = 0.95). Correlation analysis revealed a significant negative relationship between xenoglossophobia and motivation ( $r = -0.264, p < 0.01$ ), as well as between xenoglossophobia and learning performance ( $r = -0.390, p < 0.01$ ). Conversely, motivation showed a strong positive correlation with performance ( $r = 0.621, p < 0.01$ ). In conclusion, higher levels of xenoglossophobia tend to decrease student motivation and academic achievement, suggesting that emotional and psychological aspects must be integrated into pedagogical planning to create a more conducive and supportive second language learning environment.*

**Keywords :** *Xenoglossophobia; Language Anxiety; Learning Motivation; Academic Performance; English Language Learning.*

## Abstrak

Kajian ini dijalankan untuk mengkaji pengaruh xenoglossofobia, iaitu kebimbangan terhadap penggunaan bahasa asing, terhadap keberkesanan pembelajaran Bahasa Inggeris dalam kalangan pelajar politeknik. Fokus utama kajian merangkumi pengukuran tahap xenoglossofobia serta penilaian impaknya terhadap motivasi dan prestasi pembelajaran pelajar. Dengan menggunakan reka bentuk kuantitatif deskriptif menerusi tinjauan merentas, seramai 224 pelajar diploma (Semester 1 hingga Semester 3) telah dipilih sebagai sampel daripada populasi 426 orang berdasarkan jadual Krejcie dan Morgan. Instrumen kajian melibatkan soal selidik skala Likert lima mata yang merangkumi konstruk xenoglossofobia, motivasi dan prestasi dengan nilai kebolehpercayaan Cronbach's Alpha yang tinggi ( $\alpha$  antara 0.907 hingga 0.929). Data dianalisis secara deskriptif dan inferensi menggunakan perisian SPSS versi 26.0 melalui ujian korelasi Spearman. Dapatan kajian menunjukkan xenoglossofobia berada pada tahap sederhana (min = 3.12, SP = 0.95). Analisis korelasi mendedahkan wujudnya hubungan negatif yang signifikan antara xenoglossofobia dengan motivasi ( $r = -0.264, p < 0.01$ ) serta prestasi pembelajaran ( $r = -0.390, p < 0.01$ ). Sebaliknya, motivasi menunjukkan hubungan positif yang kuat dengan prestasi ( $r = 0.621, p < 0.01$ ). Secara keseluruhannya, peningkatan xenoglossofobia terbukti menurunkan motivasi dan prestasi akademik pelajar, sekali gus memberi implikasi bahawa aspek emosi dan psikologi perlu diintegrasikan dalam perancangan pedagogi bagi mewujudkan persekitaran pembelajaran bahasa kedua yang lebih kondusif dan menyokong.

**Kata kunci :** *xenoglossofobia; kebimbangan Bahasa; motivasi pembelajaran; prestasi akademik; pembelajaran bahasa inggeris.*

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