

# Examining Self-Efficacy and Language Anxiety of Theological Seminary Students

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## ABSTRACT

This article examined self-efficacy and language anxiety about using English as a foreign language experienced by theological seminary students. Specifically, it explored whether students confident in their language skills would feel less anxious or vice versa. It also aims to discover the strategies students used to overcome language anxiety. A mixed-methods study involving 36 theology students who were asked to complete a questionnaire and 10 of them were also interviewed in depth. The results showed that there was a positive trend, self-efficacy was not always directly or linearly proportional to anxiety levels. However, from the interviews, it was found that some ways help students reduce their anxiety when speaking in a foreign language. Overall, this study highlighted the importance of self-efficacy in foreign language learning, especially for theology students. By increasing students' self-efficacy, theological education institutions can help them by providing facilities or encouragement to achieve better academic performance and be ready to face all challenges in their future ministry tasks.

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## I. Introduction

Imagine a person standing at the edge of a deep swimming pool, but he is not sure he can swim well. Despite having seen others swim or even receive a little training, he feels hesitant and afraid to jump in. In his mind, images of drowning and failure keep popping up, so every time he approaches the edge of the pool, his heart races and his legs tremble. That is the feeling of anxiety that arises when one does not have confidence in one's abilities. Similarly, someone who lacks self-efficacy is like standing on the edge of a pool, feeling scared and unsure of being able to "swim" in a new language situation. Every time he has to speak or write in a foreign language, anxiety arises like the fear of drowning, which makes him unable to step confidently. As a result, language anxiety worsens, as disbelief in one's abilities hinders every attempt to progress [1].

Self-efficacy, a term coined by Albert Bandura, refers to an individual's belief in their ability to execute tasks and achieve specific outcomes [2]. Self-efficacy plays an important role in influencing motivation, behaviour and emotional responses in many areas, including academic achievement. In academic contexts that demand high cognitive as well as communication skills, self-efficacy becomes one of the critical factors in determining student success. One area where self-efficacy is particularly influential is language learning, where students' views of their abilities can greatly impact their learning outcomes. Students with high levels of self-efficacy will tend to be more active in the learning process, able to overcome challenges and even achieve better results. Conversely, low self-efficacy can lead to a range of negative outcomes, such as increased anxiety [3].

Language anxiety is a specific form of anxiety that relates to a person's fear of performing language-based tasks, such as speaking, reading, or writing in a foreign language [4]. It is

undeniably often experienced by students who are learning a new language and can negatively affect their performance, confidence, and self-motivation [5]. In a theological seminary setting, where students often have to deal with complex theological texts in multiple languages such as English, Hebrew, Greek, or Latin, language anxiety can be a major obstacle to their success. The pressure to not only understand but also interpret and convey theological concepts in these languages can trigger high levels of anxiety, which in turn leads to avoidance behaviour and lower academic performance [6]. In addition, English is also part of their learning, with a demand to master it. Some seminaries even implement an “English day” to practice English language skills, both for students and lecturers.

Foreign language anxiety is a phenomenon experienced by many students in Indonesia [7], especially those who are learning foreign languages such as English, Japanese, Mandarin, or other languages needed for academic and professional purposes. The factors that influence a person to have language anxiety are such as differences in language structure [8]. Foreign languages such as English have a very different structure from Indonesian. This often confuses learners, especially in terms of grammar, pronunciation, and vocabulary. When students feel unsure of their understanding, anxiety increases. In addition, the Indonesian education system tends to emphasize academics and achievement, including foreign language skills. High expectations from teachers, parents, or even oneself to get good grades can increase psychological pressure on students, which exacerbates language anxiety. The biggest possible influence is the non-interactive learning method [5]. In some schools or institutions, foreign language learning methods often still focus on memorization and formal teaching, with little communicative interaction. This will leave students feeling “stuck” in theory without any practical skills, which in turn may increase anxiety when it comes to public speaking or communication [1].

From some of these factors, it has a very detrimental impact [9]. Anxiety will often make students more passive, afraid of making mistakes and will even choose to be silent rather than speak. This can certainly hinder the development of their speaking skills. High levels of anxiety can also make it difficult for students to concentrate, hinder their understanding of the material and also reduce their performance in exams or other academic assessments in various fields. Those with language anxiety tend to avoid classroom activities that require interaction in a foreign language, such as group discussions, presentations or public speaking. The constant fear of learning a foreign language can certainly erode students' motivation to learn further and deeper, ultimately lowering the level of language acquisition. To overcome foreign language anxiety, several strategies can be considered for use such as using more interactive and supportive learning methods, increasing self-exposure to foreign languages, building a supportive learning environment, and many more [7]. These efforts cannot necessarily be done for all students, of course, there needs to be several considerations such as environmental factors, age factors, individual factors and followed by continuous evaluation [10]–[12].

Foreign language anxiety in Indonesia is a real problem that cannot be covered up anymore and affects many students greatly. Factors such as differences in language structure, academic pressure at school or tutoring, and lack of exposure to foreign languages play a role in increasing anxiety. To address these issues, a more interactive learning approach and a supportive learning environment are necessary for students to increase their confidence in using a foreign language. In an ideal scenario, theological seminary students have high levels of self-efficacy regarding their language skills, which contributes to their academic success and overall confidence. Self-efficacy, one's belief in one's ability to accomplish specific tasks, is especially important for students who are required to be able to read, write, and present complex theological ideas, often in a second language. The ideal condition is when the seminary environment actively encourages a strong sense of self-efficacy through effective teaching methods. Lecturers in such an environment will use clear communication, scaffolded learning, and constructive feedback that encourages students to build their language skills progressively. In such an environment, students feel empowered to tackle challenging texts and engage in critical discussions without any fear of failure [13]. Language anxiety, the fear or apprehension that arises and is experienced by a person when learning or using a second language, can significantly hinder performance and can even attack a person psychologically due to the highly probable failure of the language [14].

Many theological seminaries are inevitably faced with the challenge of how they can create a learning environment or school environment where high self-efficacy and low language anxiety can go hand in hand. Students, often facing the problem of low self-efficacy will feel overwhelmed by the demands of understanding highly complex theological texts. While seminaries may have solid academic programs, they often do not have the resources or even the time to give special attention to their students who face challenges in foreign language proficiency [15]. As a result, students can feel confused or isolated as they struggle to keep up with their peers who are already fluent in a foreign language. Students may feel afraid of making mistakes in front of their lecturers or peers, leading to hesitancy to speak up during discussions or feeling better about avoiding certain foreign language-related tasks. Without adequate and sufficient support, students' language anxiety can become a major obstacle to their academic success [12].

There is a gap between the ideal context and the reality of the two variables, namely self-efficacy and language anxiety. The relationship between the two is very complex and influences each other. Students with high levels of language anxiety will tend to have low self-efficacy, which can trigger a negative cycle of decreased performance and increased anxiety [16]. In contrast, students with higher self-efficacy tend to experience less language anxiety. They will feel more competent in handling the language challenges presented to them. From this it can be seen that highlighting the importance of fostering self-efficacy in theological seminary students, so as to help reduce the effects of language anxiety and promote better academic outcomes. Some appropriate strategies can certainly be used to help students manage language anxiety and increase self-efficacy [17]. Encouraging positive self-talk, providing useful foreign language learning goals, and being able to create a supportive learning environment are arguably effective ways to build one's confidence. Utilizing new and customized language learning strategies can help students overcome anxiety and improve their language skills. In theological seminaries, an instructor can also play a very important role by providing constructive feedback, empathizing with students' struggles, and also providing additional resources or tutoring if needed [7].

There are several similar previous studies, which discussed the relationship between self-efficacy and language anxiety. Mettasari in her research found that there was a contribution rate of 31.0% between self-efficacy and students' language anxiety and concluded that there was a significant contribution. Students who have higher self-efficacy tend to have lower anxiety, and vice versa [18]. Likewise, research conducted by Mede and Karairmak, concluded that foreign language speaking anxiety (FLSA) is triggered by self-efficacy and speaking anxiety, so a teacher or lecturer must provide opportunities for students to practice speaking in class which will have a positive impact on confidence and self-perception of performance in the target language [19]. Then, a recent study conducted by Qurnia and Marlina, showed that EFL students' speaking anxiety in the Public Speaking Class at the UNP English Department, where the study took place, was found to be at a moderate level. This means that EFL students can come forward, but have less confidence in their ability to speak. This is because their speaking anxiety is at a moderate level [20].

Many previous studies have the same topic, but there is limited research that discusses the relationship between self-efficacy and language anxiety in theological seminary students, followed by strategies that can be done for students to overcome foreign language anxiety. This will be a novelty that will be answered through this research. This study aims to answer the relationship between self-efficacy and foreign language anxiety and recommend strategies that can be done by both students and lecturers to reduce foreign language anxiety in students.

## II. Method

This study used a mixed-method approach combining both quantitative and qualitative research. Quantitative approaches were research methods that focused on collecting and analyzing numerical data to understand phenomena that could be objectively measured. This approach usually involved the use of instruments such as surveys, questionnaires, or experiments that produced numerical data [21]. The data was then analyzed using Statistical Techniques (SPSS) version 27 to find patterns, relationships, or trends in the variables under study. To measure the relationship between self-efficacy and language anxiety among theological seminary students, the researchers used

questionnaires that were distributed to seminary students as respondents. Furthermore, a qualitative approach was a research methodology that focused on understanding phenomena from a subjective and in-depth perspective. It was typically used to explore complex issues where numerical data might not have provided adequate insights [22]. To find out the strategies that students hoped to be able to implement, and to provide one of the strategy recommendations for other students in overcoming their language anxiety, the researchers used data collection techniques with short in-depth interviews with representative participants. The interviews included 3 core questions to answer the second research question.

The questionnaires as a research instrument consisted of two main parts. First, the previously validated Self-Efficacy Scale was used to measure the variable level of students' self-efficacy in dealing with language tasks in an academic environment. This questionnaire was developed by Schwarzer and Jerusalem in 1995. The researchers used the General Self-Efficacy Scale (GSES) to measure a person or student's beliefs about their ability to deal with various challenging situations. This questionnaire has been used extensively in various educational, psychological, and health contexts so the researchers were confident to use this questionnaire to collect the data [23]. Second, the Language Anxiety Scale, which uses the Foreign Language Classroom Anxiety Scale (FLCAS), was used by the researchers to measure the level of anxiety in a foreign language context (the second variable). The FLCAS was developed by Horwitz, Horwitz, and Cope in 1986 to measure students' anxiety levels while learning a foreign language in an academic setting. The scale has been used extensively in research related to foreign language anxiety and is well-tested [5]. Questionnaire questions were used to determine relationships and reflection questions were included to identify possible strategies that could be used to reduce language anxiety as follows.

*Table 1. Questionnaire and Interview Questions*

| <b>Questionnaire Questions</b> |   |   |
|--------------------------------|---|---|
| <b>No.</b>                     | <b>Self-Efficacy Variable</b>                             | <b>Language Anxiety Variable</b>  |
| 1.                             | I am confident that I can accomplish difficult tasks.     | I feel nervous when asked to speak in a foreign language in class.                              |
| 2.                             | I can find solutions when facing unexpected problems.     | I worry if my classmates are better than me in a foreign language.                              |
| 3.                             | I believe I can achieve my goals if I work really hard.   | I am always afraid of making mistakes when speaking in a foreign language to someone.           |
| 4.                             | I do not give up easily when facing some challenges.      | I feel anxious when I don't get the point of what the teacher is saying in a foreign language.  |
| 5.                             | I can handle difficult situations calmly.                 | I feel embarrassed if I have to speak a foreign language in front of the class.                 |
| 6.                             | I can learn new things even if I feel incapable at first. | I often think that others will laugh at me if I make mistakes when speaking a foreign language. |
| 7.                             | If I am determined, I can influence what happens to me.   | When asked to speak a foreign language, my hands often sweat or shake.                          |
| 8.                             | I can usually find ways to overcome obstacles.            | I feel worried when I hear the announcement of a foreign language exam.                         |
| 9.                             | I feel capable of succeeding in most things I try.        | I often feel insecure in foreign language lessons.  |
| 10.                            | I can stay calm even when facing great difficulties.      | I would rather be silent than speak a foreign language in public.                               |

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### Interview Questions

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1. What factors support or hinder students in improving self-efficacy in language learning?
  2. What is the role of lecturers or the learning environment in helping Theological Seminary students reduce their language anxiety?
  3. What strategies do you think can overcome language anxiety, and how effective are they?
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The collected data was analyzed using descriptive and inferential statistical techniques, such as the Spearman correlation test, to identify the relationship between self-efficacy and language anxiety. Regression tests were also conducted to evaluate the extent to which self-efficacy affects the level of language anxiety among the students. To analyze qualitative data obtained from interviews, researchers conducted triangulation, which is the process of comparing findings from interviews with other data sources (e.g. documents, observations, or other interviews) to ensure data accuracy or consistency [24].

To measure triangulation in this study, multiple data sources and methods were used to increase the validity and reliability of the findings. Triangulation involved comparing quantitative data from the self-efficacy and language anxiety scales with qualitative insights gathered through in-depth interviews with seminary students. By examining survey responses along with interview feedback, the researchers has ensured that the patterns observed in the statistical analysis are consistent with personal accounts of students' experiences. In addition, document review (e.g., course syllabi or institutional reports on student performance) provided context and allowed the researchers to cross-verify findings from other data points.

The population of this study consisted of theological seminary students who were taking or had taken foreign language courses, particularly English. Likewise, the sample of this study was the entire population. Thus, the sample size in this study was 36 students from International Reformed Remnant Christian Higher Education or in Indonesia *Sekolah Tinggi Agama Kristen Reformed Remnant Internasional (STAK-RRI)*, North Sulawesi. Then, for qualitative data collection, 10 students were selected as representatives. The selection of interview subjects was based on representatives from each batch. The results of this study were expected to provide in-depth insights into how self-efficacy affected the level of language anxiety among seminary students, as well as the implications for seminary educational policy and curriculum development. The researchers also added recommendations for strategies to increase students' self-efficacy to reduce language anxiety to overcome it.

Ethical considerations were paramount in conducting this study [25]. To protect the rights of participants, informed consent was obtained from all students before data collection began. The participants were informed of the purpose of the study, their involvement was voluntary, and their right to have all their answers anonymized. Confidentiality would be strictly maintained by anonymizing the answers and storing the data securely to prevent unauthorized access. In addition, the researchers recognized the potential for discomfort when discussing personal challenges, such as language anxiety and to address this, interviews were conducted in a supportive environment and there would be no judgmental situations, and participants were assured that their answers would only be used for research purposes.

### III. Results and Discussion

#### A. *Quantitative Data Analysis*

The data that has been obtained is then tested for normality and results. A normality test is a variable test tool used to test whether data is normally distributed or not. The normality test in this study uses Shapiro Wilk with an  $\alpha = 5\%$  level to detect data normality. If the significance  $>5\%$  or 0.05, then the data is normally distributed, and vice versa if the significance  $<5\%$  or 0.05, then the data is not normally distributed. The value obtained in testing this research data is more than 0.05, so it can be said that the data passes the normality test. The normality test results are as follows:

Table 2. Normality Test Result

| Tests of Normality      |                                 |    |       |              |    |      |
|-------------------------|---------------------------------|----|-------|--------------|----|------|
|                         | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|                         | Statistic                       | df | Sig.  | Statistic    | df | Sig. |
| <b>Self-Efficacy</b>    | .117                            | 36 | .200* | .975         | 36 | .579 |
| <b>Language Anxiety</b> | .101                            | 36 | .200* | .975         | 36 | .591 |

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

After the Normality test is carried out, then the results are tested using the Spearman-Rho test. The purpose of the Spearman rank correlation analysis is to see the level of strength (closeness) of the relationship between two variables, see the direction (type) of the relationship between two variables and see whether the relationship is significant or not. The direction of the correlation is seen in the correlation coefficient number as well as the level of correlation strength. The magnitude of the correlation coefficient lies between + 1 and - 1. If the correlation coefficient value is sign positive, then the relationship between the two variables in the research it can be said to be unidirectional. What this unidirectional relationship means is that if variable X increases, then variable Y also increases. Conversely, if the correlation coefficient value is negative, then the relationship between the two variables is not unidirectional. Unidirectional means that if variable X increases, then variable Y will decrease.

The strength and direction of the correlation (relationship) will have meaning if the relationship between these variables is significant. It is said that there is a significant relationship between the Sig. (2-tailed) the calculation result is smaller than the value of 0.05. Meanwhile, if the Sig. (2-tailed) is greater than 0.05, the relationship between these variables can be said to be insignificant or meaningless. The Spearman Rho Test results table is as follows:

Table 3. Spearman Rho Test Result

| Correlations            |                     |               |                  |
|-------------------------|---------------------|---------------|------------------|
|                         |                     | Self-Efficacy | Language Anxiety |
| <b>Self-Efficacy</b>    | Pearson Correlation | 1             | .083             |
|                         | Sig. (2-tailed)     |               | .629             |
|                         | N                   | 36            | 36               |
| <b>Language Anxiety</b> | Pearson Correlation | .083          | 1                |
|                         | Sig. (2-tailed)     | .629          |                  |
|                         | N                   | 36            | 36               |

The significance value, or Sig. Value is used to determine whether there is a statistically significant relationship between two variables in a hypothesis test. If the Sig. Value is less than 0.05, which indicates that there is a significant relationship between the variables; otherwise, if it is greater than 0.05, the relationship is not significant. Based on the test results obtained, the Sig. The value was 0.629, which is greater than the 0.05 threshold, leading to the conclusion that there is no statistically significant relationship between the variables being tested. The strength of the relationship, as indicated by the correlation coefficient, is 0.083, placing it in the "very weak" category. Despite the lack of significance and the weak correlation, the relationship is positive, which suggests that, theoretically, if self-efficacy were to improve, it could be accompanied by an increase in language proficiency. However, given the weak correlation and lack of significance, this relationship should be interpreted with caution, as it may not be practically relevant or generalizable in this context. A weak correlation indicates that there is a minimal relationship between the two variables being studied. This suggests that changes in one variable do not reliably predict changes in the other, which raises questions about the strength of the association. When a relationship lacks statistical significance, it means that the observed correlation could be due to random chance rather than a true underlying relationship. This implies that the findings may not be robust enough to support strong conclusions [26].

### B. *Qualitative Data Analysis*

To obtain qualitative data to answer the second research question regarding strategies that can be used to reduce language anxiety, the researchers conducted in-depth interviews, the researchers conducted in-depth interviews with 10 seminary theology students who are representatives of each batch at the school. The researchers summarized the majority of the answers from the students for what strategies the students think can overcome language anxiety. There are four answers were obtained, namely, (1). Increase self-confidence; (2). Make an effort to interact with others or peers; (3). Use of interactive learning methods; the last (4). Applying individual learning by reading a book, watching videos and listening to English songs.

The results of the in-depth interviews conducted by these researchers are in line with the theory developed by Albert Bandura. He suggested that self-efficacy, which refers to a person's belief in their ability to succeed in certain tasks, significantly affects their behavior and emotions [2]. In foreign language learning, self-efficacy plays a very important role. Individuals with high self-efficacy tend to be more motivated to participate in learning activities and also experience lower anxiety when communicating in a foreign language. This belief helps them to face challenges with a positive attitude, encouraging them to practice more and also strive to discover new things that are not yet known. In addition, when students completed language tasks, their self-efficacy naturally increased, creating a positive cycle that strengthened their motivation and subsequently lowered their anxiety levels. This shows how self-efficacy plays an important role in significantly changing the language learning process.

The results of the second interview emphasized the importance of communicating with others in English or it can be said how one is exposed to b, which is in line with Vygotsky's theory of Constructivist Learning. This theory emphasizes that learning is not only a personal effort, but also involves an active and social process [27]. By creating a supportive and interactive learning environment, students can easily build their confidence through collaborative experiences with peers. The Social Acceptance Theory proposed by Baumeister and Leary reinforces this idea by highlighting the importance of social support and positive peer interactions in shaping one's self-efficacy [28]. When students feel accepted and supported by their peers, this can directly increase their self-confidence and reduce feelings of anxiety. The student will feel that their presence is not a burden to others and help themselves to increase their engagement in the learning process. This support network not only helps in language acquisition, but also creates a sense of belonging, which further empowers students to take action and be more involved in their learning process. Ultimately, these theories show the link between social interaction as well as independence, illustrating how a supportive environment can also foster very significant language development. One concrete example is the implementation of "English Day" at the theological seminary where this research was conducted, which is held every Tuesday. The researcher learned that this program aims to train all students to improve their English language skills through interaction with peers and even lecturers.

The use of interactive learning methods can significantly increase students' self-efficacy while helping them avoid or reduce language anxiety. These methods encourage student engagement, so students can learn from their peers. By seeing others succeed in language use, students can foster the belief that they can also achieve the same success with the same methods [2]. One of the data from the interview shows the effectiveness of metacognitive learning strategies. Teaching students about metacognition equips them with tools to analyze their learning process, increasing their self-awareness and confidence. When students understand their strengths and weaknesses, they can strategically address their learning needs, by finding ways to overcome them. As noted by Flavell, metacognitive awareness allows students to better prepare themselves for challenges and encourages a proactive approach to language acquisition [29]. When students are equipped with metacognitive strategies, they learn to critically assess their strengths and weaknesses in various subject areas. This self-assessment is crucial, as it allows them to identify specific areas where they excel and areas where they may struggle. With this knowledge, students can take a proactive approach to their education by developing targeted strategies to meet their learning needs.

Lastly, engaging in self-directed learning through activities such as reading books, watching videos and listening to songs in English is a very beneficial strategy in easing one's language learning process. These methods introduce students to various language contexts and improve their

listening and comprehension skills, which can gradually reduce foreign language anxiety. When students take part in interactive activities such as group discussions, leading an event, or even informal conversations, they will gain experience that can strengthen their confidence. Even small achievements can have a big impact on students' confidence in their abilities. Every positive interaction serves as a key foundation that allows students to internalize their progress and abilities [30]. Ultimately, by integrating these various approaches into their learning routine, students can cultivate a more whole and systematic mindset, making them willing to accept challenges and pursue language acquisition with enthusiasm. One of the important studies conducted by researchers was exploring the use of video blogging as an effective tool in language learning. Video blogging not only increases student engagement but also creates a dynamic learning environment where students can practice language skills in real-life contexts [31]. This innovative approach allows students to create and share content in English, which helps them to develop speaking and writing skills while building confidence. In addition, video blogging encourages self-expression and creativity, allowing students to connect with their personal interests and experiences.

### *C. Discussion*

From the data that has been collected and tested, it is known that the results of the normality test using the Shapiro-Wilk method show that the data is normally distributed. With a significance level set at  $\alpha = 5\%$ , the analysis results show that the significance value obtained exceeds 0.05 so it can be concluded that the data passes the normality test and is suitable for further statistical analysis. The choice of the Shapiro-Wilk test was appropriate given the sample size, ensuring that the assumptions of normality were properly evaluated. The successful pass of the normality test strengthens the validity of subsequent tests and analyses, as the distribution of data met the necessary assumptions.

The findings of this study reveal that the significance value (Sig. value) obtained from the analysis was 0.629, which exceeds the conventional threshold of 0.05. This indicates that there is no statistically significant relationship between the two variables under investigation. As a result, the null hypothesis cannot be rejected, implying that changes in self-efficacy are not significantly associated with variations in language proficiency in this particular sample. Despite the absence of statistical significance, the analysis did show a positive correlation with a coefficient of 0.083, though this falls within the "very weak" category. A positive correlation suggests that, in theory, as self-efficacy increases, language proficiency could also increase. However, the weakness of the relationship and the lack of statistical significance highlight that this connection may not be meaningful or reliable in practical terms. These findings must therefore be interpreted with caution.

The theory that self-efficacy and language anxiety do not have a strong correlation is supported by various studies that show that the relationship between these two variables can vary, depending on the context and characteristics of the individuals studied. One source that discusses this is Bandura, who explains that self-efficacy is a person's belief in their ability to complete a particular task or their confidence to start something. However, external factors such as anxiety do not always directly reduce a person's self-efficacy, depending on how individuals manage their emotions or psyches [2]. Research conducted by Mills, Pajares, and Herron also found that although self-efficacy can affect one's performance in language, its correlation with language anxiety is not always significant or large. They stated that students with high levels of self-efficacy can still feel anxiety in certain situations or circumstances, but this does not necessarily reduce their belief in their ability to succeed [32]. These studies show that the relationship between self-efficacy and language anxiety is not always strong and is influenced by various factors that affect language performance and individual emotions.

To answer the second research question regarding strategies that can be used to reduce language anxiety, the researchers conducted in-depth interviews. The results show that, in line with Albert Bandura's self-efficacy theory, which emphasizes that an individual's belief in his or her abilities greatly affects students' behaviour and emotions. In the context of foreign language learning, high self-efficacy can increase motivation and reduce one's anxiety, so that students practice more often and achieve better proficiency time after time. In addition, social interaction, as described by Vygotsky, plays an important role. A supportive environment will allow students to build



confidence through collaborative experiences due to encouragement and trust. Baumeister and Leary's Social Acceptance Theory also emphasizes that social support strengthens self-efficacy, reduces anxiety, and creates a sense of belonging. Overall, the findings suggest that social interaction and self-efficacy are interconnected, indicating that a positive environment can greatly support foreign language development.

Interactive learning methods and metacognitive strategies can increase students' self-efficacy and reduce language anxiety. Through metacognitive strategies, students can witness the process of success of peers, which encourages the belief that they can also achieve the same results. In addition, teaching about metacognition helps students to understand their strengths and weaknesses, which increases self-awareness and confidence. Independent activities such as reading and watching also enrich the language experience, while practice in a supportive environment can also strengthen students' confidence. Any positive interaction will contribute to the development of good self-efficacy, creating a strong foundation to support students in facing the challenges of foreign language learning with more confidence.

#### IV. Conclusion

This study has explored the relationship between the two variables of self-efficacy and language anxiety among theological seminary students, highlighting appropriate measures or strategies to address foreign language anxiety in students. The findings indicate that while there is some degree of correlation between self-efficacy and language anxiety, the relationship is not as strong or linear as previously thought. Factors such as individual motivation, previous language experience, learning environment and specific challenges associated with theological language study may influence students' level of self-efficacy and anxiety. Theology students with high self-efficacy do not necessarily show lower levels of language anxiety, which suggests that the presence of other or external variables, such as contextual factors and personal coping strategies play a significant role. By addressing language anxiety through increased self-efficacy, theological seminaries in Indonesia can better equip students to pursue academic achievement and their future roles in ministry.

This insight emphasizes the need for educators in theological seminaries to realize that increasing self-efficacy alone is not enough to fully assist students in reducing language anxiety. Instead, a more holistic approach that includes emotional support to an individual, strategic learning interventions, and anxiety reduction techniques is necessary to help students effectively cope with foreign language challenges. Future research is expected to examine additional factors that may moderate the relationship between self-efficacy and language anxiety, such as personality traits, cultural background, specific language learning context, and so on. Longitudinal studies can also provide valuable insights into how the relationship between self-efficacy and anxiety develops over time, especially as student's progress in their theological studies in today's fast-paced world. In this study, the researchers were unable to conduct a longitudinal study, so it is hoped that future researchers can consider this. In addition, exploring interventions that integrate psychological and pedagogical strategies, such as mindfulness or metacognition training, may be able to offer practical solutions to reduce language anxiety among seminary students.

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