



AN ANALYSIS OF ENGLISH SPEAKING ANXIETY OF ENGLISH DEPARTMENT STUDENTS OF TRIBUANA KALABAHU UNIVERSITY

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ABSTRACT

This study aims to know the levels of students' speaking anxiety, identify the factors that cause students' speaking anxiety, and how they overcome their anxiety. The researcher used a descriptive qualitative method. The study subjects were the third-semester students of the English Department of Tribuana Kalabahi University consisting of 12 girls and 8 boys. The researcher used two technique to collect the data. The first technique was the FLCAS questionnaire developed by Horwitz (1986). The second techique was an interview. Based on the results of the questionnaire, there were five categories of students' anxiety levels in speaking English namely: High level of anxiety (50%), moderately high anxiety (15%), moderate anxiety (10%), moderately low levels of anxiety (5%), and very low levels of anxiety (20%). The researcher found seven factors that cause students' anxiety in speaking English, namely: Low self-confidence, fear of making mistakes, excessive worry during the exam, lack of preparation, and overthinking. The researcher also found three strategies by the students to overcome their anxiety in speaking English, namely: Change their mindset, improve speaking skills, and prepare before speaking.

Keywords: *Students' Speaking Anxiety Levels, Factors of Students' Anxiety in Speaking English, Strategy to Deal With Students Speaking Anxiety.*

INTRODUCTION

Speaking is an essential productive skill to be mastered. It is crucial to create effective communication. Bygart (in Al-Roud, 2016) stated that speaking skills are people's ability to exchange thoughts, strengths, reasoning, and emotions with others using spoken language as a way for messages to be conveyed clearly and well received by the listener. Speaking is an essential thing needed in life to build good communication. Therefore, it is essential to master speaking skills, especially English language skills, which were used for international communication.

Speaking is considered as one of the final results or outputs of the language learning process. People who are learning a language are expected to be able to talk about the language they want to learn. Hosni (In Amelia & Husna, 2020) argues that speaking is an essential skill because the progress of language learning depends on students' ability in oral activities.

English is a lingua franca, which means that English is a language used to bridge communication between users of different languages around the world. Grag and Gautam (2015) stated that English user is easy to communicate and interact with people around the world. Ahmad Wael (2018) also stated that to improve English competence, students must be able to master English orally.

In other words, the parameters of students' English proficiency also depend on their speaking ability. Therefore, they must demonstrate their speaking ability to determine students' English proficiency. However, many students still find it difficult to speak English or demonstrate their speaking ability. This is also experienced by students majoring in English education who feel insecure when asked to speak English. For students, speaking is a complex skill to learn. They must consider grammar rules, skills, and understanding.

Celce-Murcia and Olshtain (in Al-Roud, 2016) consider speaking as the most difficult skill to acquire because it requires mastery of speech production sub-skills such as vocabulary retrieval, choice of grammatical patterns, and socio-cultural competence. Fitri (2019) found that students who could not speak in front of many people found it very difficult to face their oral performance. Students were

afraid, nervous, and panic when asked to speak. They stutter and often refuse if the teacher or someone asks them to speak in English. They prefer to be silent rather than speak. These characteristics indicate that students experience symptoms of language anxiety.

Anxiety is one of the significant challenges for students who learn a language. Many students often experience anxiety when learning a language. This can affect the process and learning outcomes of students, especially students' speaking performance. Anxiety has become a fascinating problem in the language education environment, which causes significant obstacles to foreign language learning that need to be overcome by learners.

Sutarsyah (2017) studied "An Analysis of Students' Speaking Anxiety and its Effect on Speaking Performance" found that student anxiety contributes negatively to students' speaking achievement. The study showed that students who experienced high levels of anxiety had low scores in their speaking performance. Anxiety experienced by students gave an impact to their speaking performance, as explained by Bashir, Azeem, & Dogar (in Leong & Ingles 2017). Sometimes, extreme anxiety can cause despair and a sense of failure in students (Leong et al., 2017). Therefore, students will be afraid to speak English. Students with low self-confidence and learning motivation will be reluctant to show their speaking skills in front of many people.

Furthermore, based on the advice given by Fitri (2019) in her research entitled "Correlation Between Anxiety and Students' Speaking Performance in EFL Class", students should find the cause of their anxiety and suggested further research to find out more about this. She gave this advice because many students are not aware or know about the cause of the anxiety they experience. It makes them cannot stop their speaking anxiety.

Based on this information, the researcher assumed that students may not know the exact factors causing their anxiety and do not know how to overcome their anxiety. Therefore, the students cannot stop their anxiety in learning English. This problem cannot be allowed to drag on because it can affect students' English development, especially in speaking skills. Therefore, the researcher would like to conduct a study entitled "An Analysis of English Speaking Anxiety of English

Department Students of Tribuana Kalabahi University".

METHOD

This research used descriptive qualitative research. The subject was the third semester students' of Tribuana Kalabahi University in English Department. There were 20 informants in this research which consist of 12 girls, and 8 boys. In this study, the researcher analyzed the levels of students speaking anxiety, factors of students' anxiety, and the students' strategy to overcome their anxiety in speaking skills by describing the result in the written word.

This research was conducted for one week by holding two agendas. The first agenda was asking the students to fill out the foreign language classroom anxiety scale (FLCAS) questionnaire to determine their anxiety level. The second agenda was interviewing the students who have low anxiety levels, and high anxiety levels.

There were two instruments that the researcher used in this study. The first instruments were the foreign language classroom anxiety scale (FLCAS) questionnaire, and the second instruments were the interview.

1. Questionnaire for Students anxiety level

The researcher used the foreign language classroom anxiety scale (FLCAS) developed by Horwitz in this research. This questionnaire was compiled based on Factors of foreign language anxiety proposed by Horwitz, et al (1986). The aspects used in this questionnaire as follows:

Factors of Students' Speaking Anxiety

No	Aspects of speaking anxiety	Positive questions	Negative questions	
1	Communication Apprehension	14,18,24,32	1,4,6,7,9,12,13,15,16,20,23,27,29,30,33	19
2	Test Anxiety	8	10,21,25,26	5
3	Fear of Negative Evaluation	2,5,11,22,28	3,17,19,31	9

This questionnaire contained 33 questions consist of 24 negative questions

and 10 positive questions. This questionnaire consists of five choices indicating the scale; Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD) Horwitz et al., (1986).

2. Interviews for Students Anxiety Level

According to Creswell, an interview occurs when researchers ask general, open-ended questions from one or more participants and record their responses. This interview was intended to find out more deeply and detail about the factors that cause students' anxiety, and how the students overcome their anxiety. The researcher overcame the cause and solutions by considering two perspectives, both from students with high anxiety levels and students with low anxiety levels. The types of interviews conducted in this study were telephone interviews.

There were two techniques that the researcher used in this study. The first technique was the foreign language classroom anxiety scale. The FLCAS questionnaire was provided to the respondent. The questionnaires contained questions about students' anxiety experiences, which were carry out to identify and classify their anxiety levels. Each student must answer all FLCAS questions that was distributed. They must select one of the options from five answer scales. The data were collected through interviews conducted after classifying students with low anxiety levels and high anxiety levels.

The second technique was interview. the researcher divided the students into two groups based on their anxiety level category. The first group was students who have high anxiety levels, and the second group was the students who have low anxiety levels. Both groups asked some questions that focusing on finding out the cause and the strategies to reduce anxiety from their points of view and perspective.

The first data that must be processed was the result of the FLCAS questionnaire. This data was calculated using the calculation rubric from Horwitz below:

FLCAS Scoring

Scale	Positive question	Negative question
Strongly Agree	1	5
Agree	2	4
Neutral	3	3
Disagree	4	2
Strongly Disagree	5	1

The table above means that if students' answer questions that have a positive context with "Strongly Agree", then students get 1 score. If the students' answer "Agree", then students get 2 score. If the students' answers "Neutral", then the students get 3 score. If the students' answer "Disagree", then the students get 4 score. If the students' answer "Strongly Disagree", then the students get 5 score. Vice versa, if the students' answer question that have a negative context with "Strongly Agree", then students get 5 score. If the students' answers "Agree", then students get 4 score. If the students' answers "Neutral", then students get 3score. If the students' answer "Disagree", then students get 2 score. If the students' answers "strongly disagree", then students get 1 score. After all the students' answers were collected into numbers, the researcher used FLCAS rubric from Krinis, (In Alrabai, 2014) to determine the level of students' anxiety. Then, the students will be divided into two categories, namely students who have high levels of anxiety, and students who have low levels of anxiety.

Anxiety Level Scale

Scale	Level of Anxiety
33 – 82	Very low anxiety
83 – 89	Moderately low anxiety
90 – 98	Moderate anxiety
99 – 108	Moderately high anxiety
109 – 165	High anxiety

Second, the researcher interviewed 8 students' consisting of 4 students with low anxiety levels, and 4 students with high anxiety levels. The results of the interview

conducted to find out the cause of anxiety experienced by students. Based on Miles and Huberman (1994), there were three steps in analyzing qualitative data. The first step was data reduction, the second was data display, and the third was conclusion and drawing verification.

FINDINGS AND DISSCUSSIONS

1. Students' Speaking Anxiety Scale

Based on the results of the student's scores on the questionnaire, the levels of the student's anxiety in speaking were divided into five, namely: very low anxiety, moderately low anxiety, moderate anxiety, moderately high anxiety, and high anxiety. The recapitulation of the FLCAS score and categories as follows:

Recapitulations of FLCAS Scored and Categories

Score of Students' Speaking Anxiety	Category of Speaking Anxiety	Result	Percentage
33 – 82	Very low anxiety	4 Respondents	20%
83 – 89	Moderately low anxiety	1 Respondent	5%
90 – 98	Moderate anxiety	2 Respondents	10%
99 – 108	Moderately high anxiety	3 Respondents	15%
109 – 165	High Anxiety	10 Respondent	50%

Based on the questionnaire data above, there were five levels of anxiety that students have, namely: 1) 4 students (20%) were at very low levels of anxiety. 2) 1 student (5%) was at a moderately low level of anxiety. 3) 2 students (10%) were at a moderate level of anxiety. 4) 3 students (15%) were at a moderately high level of anxiety. 4) 10 students (50%) were at a high level of anxiety. High Anxiety was the highest level of anxiety. There were 10 students at this level. Based on the scale by Horwitz (1983), the range for this level is 109-165. Most of the students with high anxiety were classified as fear of negative evaluation. Horwitz (1989) stated that Fear of negative evaluation is related to students' fear of negative opinions or views from those around them. When they talk, they were afraid that they will get evaluation, criticism, or a bad impression from others. It causes them to be anxious and try to avoid these kinds of things. Moderately high level was the second high level of speaking anxiety. The range for this level was 99-108. There were three students at these levels. The students also experienced anxiety when they were speaking in front of the class. Moderate levels of anxiety range from 90- 98. There were 2 students at

this level. The students at these levels can handle their anxiety while speaking English. Moderately low levels of anxiety have ranged from 83-89. The data showed that there was only one student at this level. The students at this level felt relaxed and calm when they had to deliver a speech in front of the class. There were 4 students at a very low level of anxiety in speaking English. They felt very relaxed and calm when they had to do a presentation in front of the class. The students at this level were usually confident with their speaking ability.

This data was also supported by the results of student interviews to find more about students' experiences related to the anxiety of speaking English that they experienced. The researcher categorizes the students into 2, namely: High levels of anxiety, and low levels of anxiety. For more details regarding the students interviewed, see Appendix 4. The researcher selected 8 students to be interviewed. It was based on the results of the FLCAS questionnaire that was filled out by the students.

Based on the results of the interview of students with high anxiety levels, the researcher found that students with those levels feel excessive fear such as nervousness, lack of confidence, embarrassment, panic, stress, and insecure, even some students feel like their body trembled, and their heart beats fast when speaking English. This could have an impact on their speaking performance. The anxiety experienced by students causes their minds to become chaotic. Then, when someone experiences excessive nervousness, their minds become blank and uncontrolled. It makes them difficult to say what they want to say. Students can forget things they knew before. It is in line with the result of the interview with informant 3 when asked about her feelings while speaking English in front of many people. She said, "What I feel the most is nervousness. I often go blank when speaking English. This makes me forget all the vocabulary that I know, so I can't say anything (having difficulty in speaking)".

Based on the results of the students interviews with low anxiety levels, the researcher found that all the students in these levels also experienced anxiety in certain situations. The first informant stated that he experienced anxiety when asked to speak English without preparation. With his low English ability, he needed to organize the words he wanted to say in his head before saying them verbally. The second informant and the third informant both experienced anxiety in speaking

English during the oral exam. They were afraid of making mistakes that could affect the grades they would receive. The fourth informant stated that she experienced English anxiety during the presentation. She was afraid that what he said would not be understood by the lecturer or his classmates. Students with low anxiety were categorized into situation-specific anxiety. Based on Horwitz et al (In Luo,2014), situation-specific anxiety usually only occurs in certain situations, such as during exams, and public speaking. The situation that triggers their anxiety also depends on each person.

This study found that most of the 3rd-semester students of the English department of Tribuana Kalabahi University had a high level of anxiety, while students with low levels of anxiety were only a small portion. Then, the results of the interviews found that students with high anxiety levels, and students with low anxiety levels both experienced anxiety in speaking English.

2. The Factors that Cause Students' Anxiety in Speaking English

Based on the interview results, the factors that caused the students with high anxiety levels were their poor knowledge of English, unconfident, and overthinking. It makes them think negatively about their surroundings. Informant 2 stated that she always feels that her friend's English is better than her. It makes her insecure to speak English. Informant 3 also stated that her poor knowledge of English makes her unconfident. She was afraid that her friends would laugh at her when she made a mistake. Informant 4 was fear of being criticized by her lecturer/friends. It is like the character of herself. The main factor that caused the students to be anxious when speaking English was their fear of negative evaluation. It was in line with Horwitz's theory (in MacInryre & Gardner, 1989). Fear of negative evaluation is related to students' fear of negative opinions and views from those around them. When they talk, they were afraid that they could got evaluation, criticism, or a bad impression from others.

Based on the results of the interviews, the factors that caused the students with low anxiety levels were: feeling afraid of making mistakes during the exam, and less knowledge of English. The first, and second informants stated that they were afraid of making mistakes during the exam that would affect their scores. They were afraid that they wouldn't be able to pass the class. The third informant also stated that less knowledge of English was the main problem that made her anxious. Lastly,

the fourth informant also added that the lack of practice in speaking English made them unconfident in using the language. Based on it, the factors that caused the first, and second informant to feel anxious when speaking English was test anxiety. It was in line with Horwitz's theory (in MacInryre & Gardner, 1989). Test anxiety was related to academic evaluation. It makes the students fear to not pass the exam. Usually, students who experience this type of anxiety have bad experiences regarding previous exams that cause students to be insecure and think about failing the test they are taking. The Factors that make the third and fourth informant anxious to use their English was communication apprehension. It was in line with Horwitz's theory (in MacInryre & Gardner, 1989). Communication apprehension deals with students' fears in terms of communication. Based on this, the researcher found several factors that cause students' speaking anxiety, namely:

1. Poor English Proficiency

Some students answered that they had anxiety problems because of their poor English proficiency. Students who have low language proficiency have limitations in using language optimally. This causes excessive nervousness when speaking in public. It is in line with the result of interviews with informant 1, he said "Sometimes I think that my low level of English knowledge might be the main factor". The students know that their poor knowledge of English was the factor that influenced their anxiety in speaking English. Many studies have found a negative correlation between students' English proficiency and speaking anxiety, one of which was a study conducted by Mulyani (2011). Mulyani found a negative correlation between students' abilities and students' anxiety in her research. She found that students who experienced high anxiety were students who had low English proficiency. Hembre (In Young, 1991) also stated that the higher the student's ability level, the lower the anxiety they experienced. This shows that language skills also affect students' anxiety levels.

2. Fear of Misinterpretation (Communication Apprehension)

This factor was related to students' fear of misunderstandings that may occur when speaking English, both misunderstandings when conveying information, or when capturing information. It is stated by informant 7, who said that "I feel afraid that what I say cannot be understood by others". It makes her think twice before speaking English. This was in line with Howrwitz (1986), who stated that communication apprehension is a fear of communicating with others. Santriza (2018) conducted a similar study related to communication apprehension. She found that most of the students experience anxiety due to communication concerns. Students feel unsafe when speaking to teachers, native speakers, or when speaking in front of the class.

3. Lack of Self Confidence

Students feel that their English skills were below their friends. This made them unconfident while speaking. They were afraid that their friends would laugh at them when they spoke. It is in line with the result of interviews with informant 2, who said "I am afraid of being laughed at by my friends because of my bad grammar and pronunciation". Kurniawati (2017) also mentioned the above factors in her research. She found that self-confidence plays an important role that causing foreign language anxiety. In addition, Young (1991) also stated that students with a lack of self-confidence were easy to get anxious. This happens because they consider other people's opinions of themselves too much.

4. Fear of Making Mistakes

The fourth factor was afraid of making mistakes, which can lead to negative assessments of themselves. This was in line with the result of the interviews with informant 4, who stated that "I feel afraid, and embarrassed if I make a mistake, even my heart beats very fast". Previous research also proves that fear of making mistakes (Fear of negative evaluation) causes students to refuse when asked to speak English. Horwitz (1986) said that fear of negative evaluation was one of the factors that caused students' speaking anxiety. Isnaini (2019) also found that students experience anxiety because they are afraid of making mistakes, embarrassed, and unconfident.

5. Lack of Preparation

Based on the results of the interviews with informant 5, he stated that "I feel very nervous when asked to speak in English without preparation". He also continued

that his low English ability makes him should prepare the material thoroughly before speaking. This factor was also found by a previous researcher named Abdillah (2018) in his research 'the factors causing speaking anxiety'. He found that some students admitted that they had difficulty in speaking when they did not prepare themselves well.

6. Excessive Worry During the Exam

students were afraid of getting bad grades or even failing the exam. This was in line with the results of interviews with informant 6. He said that "I am afraid of speaking incorrectly during the test". This was in line with the opinion expressed by Brown (1984) about test anxiety. He stated that test anxiety was the student's fear during the exam. Students were worried about not passing the test.

7. Overthinking

Based on the results of interviews with informant 4, she said "I am very afraid of being criticized. Actually, criticism is good to make us better. However, in my case, people's criticism often makes me down or overthinking".

3. The Students' Strategy to Overcome Their Anxiety in Speaking English

Based on the results of the interview, each informant has their way of overcoming the anxiety of speaking English that they experienced. Some students tried to prepare their self by studying the materials before entering the speaking class. Informant 2 chooses to memorize vocabulary every day. This was useful to make it easy to speak English. Informant 3 also memorizes vocabulary every day. She also often practices speaking English independently at home. She always practices English by talking to herself in front of the mirror like storytelling. Informant 4 just let everything flow as it should. She has no way of overcoming her English-speaking anxiety. Informant 7 said that positive thinking was the strategy to overcome anxiety in speaking English.

Based on the results of the interviews above, it can be concluded that most of the students used "preparation" as their strategy to overcome their anxiety in speaking English. it is in line with the strategies found by Kondo & Ying (2004). Preparation is the first step before someone speaks in English. It could be done by studying hard and practicing English before interacting with others. Students were also advised to prepare pronunciation, enrich vocabulary, and learn grammar.

Based on it, the researcher found several strategies to overcome students'

anxiety in speaking English, namely:

1. Change the Mindset

Most of the anxiety experienced by students came from their negative thoughts. They were afraid of making mistakes that made them feel anxious. They also often think negatively about people around them. They were afraid that other people would look down on them. Therefore, it was very important for them to control their thoughts, and stop thinking about negative things that may not happen. These feelings will cause negative responses in them such as feelings of fear, and excessive nervousness. It could affect their speaking performance. Students need to think positively to produce positive responses. Atas (2015) suggested students instill the assumption and believe that they are not alone. They also need to instill the perception that teachers were there to help them correct mistakes and make them braver, not to insult them. They must realize that making mistakes when speaking is a natural part of learning. Kondo and Ying (2004) also suggest a positive thinking strategy to reduce students' anxiety.

2. Improving Speaking Skills

Based on the results of the interviews regarding the causes of anxiety, many students stated that they were afraid to speak because their English skills were not good enough. This makes them not confident to speak, especially in front of many people. Students with poor English Proficiency would find it difficult to construct sentences and feel confused when asked questions or answer it. Therefore, students prefer to avoid speaking in English. Based on the results of the interview with informant 8 who has low anxiety, she stated that "I will continue to improve my English skills by practicing speaking English every day".

3. Preparing Before Speaking

Some students said that one of the things that made them nervous when speaking was a lack of preparation. Therefore, it is very important to prepare everything that will be conveyed carefully. This is in line with what was done by informant 5, who has low anxiety levels. To reduce the possibility of anxiety when speaking, the student prepared himself carefully. The student said, "If I want to speak, I will prepare first to master the material". That way,

students will not feel confused and will be more confident in what they want to convey. This preparation can be done in various ways such as: studying seriously, practicing alone or in pairs, taking notes, memorizing, and so on. This is in line with research conducted by Raja (2017). He also suggested the students prepare themselves thoroughly before speaking. It can help the students to know what they want to talk about and reduce the anxiety they feel. Kondo and Ying (2004) also suggest a preparation strategy before speaking.

CONCLUSIONS

Based on the data that has been described in Chapter IV, it can be concluded that most of the students have a high level of anxiety in speaking English with a percentage of 50%. This figure was half of the number of respondents in this study. Students with moderately high anxiety levels were at 15%. Students with moderate anxiety levels were at 10%. Student with moderately low anxiety levels was at 5%. Finally, students with very low anxiety levels were at 20%.

The interview results show several factors that cause students' anxiety in speaking English, namely: poor English proficiency, fear of misinterpretation (communication apprehension), low self-confidence; fear of making mistakes, excessive worry during the exam, lack of preparation, and overthinking. Based on this, the researcher concluded that most of the causes of students' speaking anxiety were related to students' negative assumptions and poor English proficiency.

Based on the interview results, the researcher concluded several things that students can do to reduce their anxiety, namely: Change their mindset, improve speaking skills, and prepare Before Speaking.

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