

The Relationship between Students' Speaking Anxiety and Speaking Skills

Nanda Rizkiadi Winatapura, Alek, Nasifuddin Jalil, Tati Lathipatud Durriyah, Farida Hamid, Agus Sufyan and Kustiwan Syarief
Universitas Islam Negeri (UIN) Syarif Hidayatullah Jakarta, Jl. Ir. H. Juanda No. 95 Jakarta, Indonesia

Keywords: English, Speaking Anxiety, Speaking Skills.

Abstract: The research aims to find any relationship between students' speaking anxiety and the students' speaking skill in an English classroom in the seventh-grade students of an Islamic-based junior high school in Jakarta. The method of the study was a qualitative method of research by distributing a set of questionnaires for 35 students which are based on the English Language Speaking Anxiety Scale, and the purpose of the questionnaire is to know about students' anxiety level. The Speaking test is assessed based on six aspects; pronunciation, grammar, vocabulary, fluency, comprehension, and performance. The test used a post-test method, and also, the purpose of the speaking test was to know students' speaking performance levels—the interview used an in-depth Interview. Based on the result to find any relationship between students' speaking anxiety and students' speaking skills. Many factors make it difficult for people to learn more about the English language. Anxiety was one of the main factors that can potentially make it harder for people to learn more about the English language, especially in learning about speaking, and this shows that there is a relationship between students' speaking skills with the possibility of students achieving higher speaking performance scores if they have a low level of anxiety is large. In comparison, the possibility of students achieving lower speaking performance scores if they have a high level of anxiety is also significant.

1 INTRODUCTION

English is a language that is important because in the current era, English has become an absolute requirement for many adults, especially in the present era of globalization, and it is also a worldwide language that many people have acknowledged as a requirement needed to be able to communicate with other people from different countries. English is the most common primary language in the world as the international language. The Indonesian government is fully committed to the quality of national education by using many ways to improve the quality of the curriculum, teachers, students' school management, and many more to face the globalization era. There are various approaches and methods in language teaching, it is described as an approach which is a set of beliefs and principles that can be used as the basis for teaching a language, and also there are four foundation skills of language learning that a junior high school students in Indonesia need to comprehend that are: Listening, Speaking, Writing and Reading. It is a must for students to expand their knowledge of

communicative skills, and It is also a must for students to be able to use English earlier. Speaking is one of the most important skills needed to gain complete knowledge of learning the English language because if you only learn about reading, writing, and listening without learning how to convey what you want to say from your own mouth, then it will be all useless.

Speaking is one of the productive skills that require English language learners to have great courage and confidence in conveying the message to the listener. Also, speaking can be used for many different and varied purposes, and speaking as a productive skill is mostly to be used in communication, especially when we had a conversation with other people (Hanifa, 2018). But there are many problems for a lot of people in Indonesia to understand more about speaking. One of them is the teaching process of students, and it is possibly linked to their own emotions. Emotions have a significant effect on the learning process because they are a fundamental component of learning strategies and techniques (Hanifa, 2018). There is a

little bit of similarity between fear/anxiety and emotion regulation. Anxiety within the framework of learning the English language is defined by fears of insecurity, fear of negative opinions from mates and teachers, and afraid of failing to adhere to personal averages and goals (Nuraini, 2016). Based on the background of the study above, it is important to learn about the English language, especially about speaking and the ability to be able to speak English well is a requirement needed to be able to communicate with other people in different countries. It is also important to learn why most students in Indonesia seem to feel anxiety learning the English Language, especially when the teacher asks them to talk English. This is supported by the attitudes of several seventh-grade students of Insan Harapan Junior High School who look nervous so quickly, want to avoid being called by the teacher and The students' emotions prevent or bother the concentration of study so that as a result it reduces the number of students who actively participate in the classroom activity. The main objective of this study is to find any relationship between students' anxiety and students' speaking performance in the English classroom.

Nuraini (2016) said that Speaking is an interactive legal action of constructing meaning that involves producing and reception and processing of information, speaking is also found by many people who learn the English language in Indonesia as a difficult skill to master, and it is reflected by few data showing that Indonesian students' English skills are still at a very low level. While some study said, speaking is produced by a composite of language skills. Those skills are related to each other, and for instance, speaking could not be separated from listening.

Speaking skills advance by listening so that the learners know new vocabulary and English sounds they do not know or hear before. Suarsih (Sutarsyah, 2017) also defines that "speaking is a language that is developed in a child's life, which is produced by listening skills, and at that period speaking is learned." Speaking skills also help to assure that one will not be misunderstood by those who are listening. Even Lumettu and Runtuwene (Lumettu and Runtuwene, 2018) said that the development of speaking skills could not be separated from Listening skills.

Anxiety can generally be identified as a sense of threat, fear, tension, or worry. Asysyfa et al. (Asysyfa et al., 2019) even defined anxiety as a state of stress and fear as a natural response to a perceived threat. Sutarsyah (Sutarsyah, 2017) also said that anxiety response consists of the emotional components, feeling of tension; cognitive components, worry,

physiological responses, increased heart rate and blood pressure; and behavioral responses, avoidance of certain situations. Maarif et al. (?) described the difference between fear and anxiety. While anxiety is more futureoriented, feeling worried and anxious about the possibility that something terrible might happen, fear is definitely a natural alarm response to a dangerous situation.

Tovilovic et al. (Tovilovic et al., 2009) said that ' there are two types of anxiety; Trait Anxiety (a responding pattern of anxiety even in non-threatening situations) and State Anxiety (a feeling of anxiety while posed by a "threatening situation"). There are various Symptoms of Anxiety, according to Milne R. and Munro M. (2020); Emotional Symptoms, Cognitive Symptoms, Psychological Symptoms, and Behavioural Symptoms. Kodal et al. (Kodal et al., 2018) said that there are few factors that can make people feel anxious; Over Self-Prediction Toward Fear, Irrational Faith, Excessive Sensitivity Toward Threat, The Sensitivity of Anxiety, Wrong Attribution of Body Signal, and Low self-confidence. Also, Muslem et al. (2019) said that speaking anxiety comes from few different areas. There is evidence suggesting that the sources of foreign internship students' anxiety are the students, class profiles, classroom management, teaching procedures, being observed, mentors and others. From those statements, it can be seen that anxiety is a kind of abstract feeling that is associated with apprehension or worry that occurs when someone faces an awful situation or even a threatening situation. However, there are certain cases where anxiety comes intense and lasted for a long time, and it depends on an individual regardless of the status and also when people feel anxious, they may worry about something unimportant, avoid complicated tasks, having a fast heart rate, feel tense and more.

Elaine K. Horwitz (1986) also identified there are three performance anxieties. The first is communication apprehension which is a type of shyness that is felt when communicating with people, the second one is fear of getting a negative evaluation, and the third one is defined as a type of performance anxiety that arises from fear of failure felt in academic evaluation environments. When such anxiety is experienced by students majoring in English Language Education, the stakes are higher since they are the future. Lightbown (2003) also discusses speaking anxiety and how it can affect language learning, but they also claim that someone should distinguish temporary anxiety or tension from anxiety that interferes with a student's learning process. This can be dangerous for a person because of its

relationship with cognitive capacities that take on a massive role in the language learning process and are devoted to learning how to be better in learning and speak the English language fluently (Tobias, 1985).

There are several related studies related to this study. The first related study had been conducted in Universiti Kebangsaan, Malaysia. Jafar Mohammad Batiha, Noorizah Mohd Noor, and Rosniah Mustaffa entitled "Speaking Anxiety among English as a Foreign Language Learner in Jordan: Quantitative Research." In this research, Batiha et al. (2016) found that The negative effect of speaking anxiety on English as a foreign language (EFL) learners' performance and attainment have been acknowledged by language scholars and researchers in different contexts. The Second related study is entitled "Speaking Anxiety and Its Effects on Participation In Group Discussions in L2 Classrooms," conducted by Murunga Felicity. In this research, Felicity (2018) found that anxiety has been found to interfere with many types of learning. However, when it is associated with L2 learning, it is termed second language anxiety. It is a complex and multidimensional phenomenon. The third related study had been conducted by Uli Modesta Siagian and Adam in the year 2017, entitled "An Analysis of Students' Anxiety in Speaking." In this research, Siagian and Adam (2017) found out that there were many causes of students' anxiety to speak English in the classroom. The fourth related study had been conducted in SMA PGRI 56 Ciputat by Rahma Faridila Amaliah entitled "The Correlation Between Anxiety and Students' Speaking Performance in an EFL Context". In this study, Amaliah (2019) found out about how anxiety correlates with students' speaking performance and about how there's a negative correlation between students' anxiety and their speaking performance.

The previous related studies above are about current awareness of category performance and factors of anxiety. The previous studies also found that the implementation in-about how anxiety can affect students' speaking performance. Furthermore, the previous studies found a correlation between students' anxiety and students' speaking performance. Nevertheless, the investigation of the students' speaking anxiety in the three previous studies was conducted in the offline classroom, while one previous study was conducted in the online classroom. Therefore, this current study investigates the data of the students' speaking anxiety level scores and how the students' anxiety can affect their process of learning the English language, especially in learning how to speak English fluently and this

current study also purposes find out any relationship between students' speaking anxiety and speaking skills in the English classroom activity.

2 METHOD

The researchers used the method of qualitative research. A qualitative method was chosen because this study aims at providing an insight into the case of language anxiety in the seventh-grade students in Insan Harapan Junior High School, specifically anxiety when speaking the English language. Rahmat (2009) said that the data is the result of documenting a specific activity by a researcher through observing, interviewing, experimenting, and testing.

This study took place at SMP Insan Harapan in the second semester (the academic year 2020/2021), and the researchers used a qualitative research method that will be conducted at seventh-grade students in Insan Harapan Islamic Junior High School. The location is at Kademangan, and the study was started on March 22nd 2021, until April 15th 2021. The researchers conducted the research by joining the google classroom on the first meeting of google classroom meeting to introduce himself to the students and give the questionnaire and the speaking test video assignments to the students. Then, on the last day of research, the researchers met the English teacher in the school garden to have an interview with him.

The form of this research data is information about whether there is a relationship between students' anxiety and students' speaking skill of seventh-grade students at Insan Harapan Islamic Junior high school in the academic year of 2020/2021. The data sources in this research involved google form, seventh-grade students' English google classroom group, and interviewees. The google form here implied the speaking anxiety level scores of seventh-grade students of English classrooms. It involved 35 students and the English teacher. For the English google classroom speaking skill data, the researchers needed a video file for the speaking test of 35 students. The researchers gathered the video data in the Seventh-grade group of the English google classroom. To provide complete information, the researchers needed interviewees. The interviewee is Insan Harapan Junior High School's English teacher, and he gives many pieces of information the researchers needed while the researchers gathered the data in the field. In this research, the interviewee is given five questions related to students' English language learning, their speaking anxiety, and their speaking skills.

The techniques in collecting the data in this study: the questionnaire, students' speaking tests, and an interview were used. The questionnaire was used to know the level of students' anxiety. The questionnaire was adapted from English Language Speaking Anxiety Scale, which was elevated by Horwitz et al. (Horwitz, 1986). The answer is compiled and converted to the percentage of how many respondents are very good, good, fair, poor, and very poor. The researchers used the scale of Likert (1932) to determine the scores. The questionnaire also used the English language and then translated them into the Indonesian language to make it easier for the students to choose their answers based on what they feel about the statements.

The speaking test uses the post-test method, and the students are given an assignment by the teacher to make a Speaking video/audio about students having a speaking presentation in front of their camera and speak about the kind of profession they want to be in the future and sent it to a google classroom file, and the test is assessed based on six aspects; pronunciation, grammar, vocabulary, fluency, comprehension, and performance (2017). In comparison, the interview was using an in-depth Interview to support the questionnaire and tests. The interview itself talks about speaking anxiety in the English Classroom, and most of the questions are also about students' English language learning and their speaking skills. The interview was using an in-depth interview adapted from Brouneus (2011). The interview with the teacher used the Indonesian language to make it easier for the researchers and the teacher to have a conversation.

In this study, the researchers used three instruments: the non-participant observer in the questionnaire, the speaking video files from the google classroom group, and an in-depth interview. On the questionnaire data analysis, the questionnaire that the researchers used was in google form questionnaire, and the researchers had a role as a non-participant observer in the questionnaire with only appear at the first meeting of google classroom to introduce himself at the beginning of the class lesson briefly and then after the English teacher has done giving the English lesson on that day the researchers spoke up and provide the questionnaire assignments. He also had a role as a non-participant questionnaire that observe the answers' percentage on each statement and see how much the percentage of students who agree, really agree, and did not agree.

Furthermore, on the speaking data analysis, the speaking test that the researchers conducted was in the speaking video file of google classroom, and the

researchers also had the same role as he did on the questionnaire with only appear as a non-participant observer at the first meeting of google classroom to introduce himself at the beginning of the class lesson briefly and then after the English teacher has done giving the English lesson on that day the researchers spoke up and give the assignments of speaking test that is related to that day's lesson and it is about the Dream Job. The researchers and the teacher agreed on the day before to make the speaking video test as homework that must be submitted on the next meeting, and after students submit it with the script of monologue (for the questionnaire number 10), then the researchers collected the speaking video data of 35 students then observed their speaking performance and give the score based on all the aspects of speaking (Gunada, 2017). Lastly, the researchers conducted the interviews by meeting the interviewees directly in the school garden of Insan Harapan Islamic junior high school. The researchers transcribed the recording of the interviews and made the reduction of unnecessary teachers' answers interviews that did not need to be shown in transcription. The researchers classified the result of teachers' interview answers according to the research questions. Therefore, the researchers explained the result of the Interview descriptively.

3 FINDINGS & DISCUSSION

The findings answer the research questions. After some preparations were made, such as preparing questionnaire sheets in the google form to measure students' speaking anxiety and speaking test assignments to measure students speaking performance in the classroom and also having an interview with the English teacher of the seventh grade of Insan Harapan Islamic Junior High School on the last day of the research. The first data that will be collected is the questionnaire. The second data that will be collected is the speaking test video assignment. The third data that will be collected is the interview between the researchers and the teacher. Based on the result of the data from the questionnaire, test, and Interview to the research subject, the researchers present the research findings. The data were also taken from the file that has been collected in the google classroom file by the English teacher of Insan Harapan Islamic Junior High School.

The data above shows that there are about six students who were categorized in a high level of anxiety, while one of them can be seen as the highest. Also, six students who got a fairly level of anxiety are close enough to be categorized as the students who

got a high level of anxiety, and the remaining nine students with a fair level of anxiety are shown in the table. Also, students who were categorized in a low level of anxiety are around 14 students while the lowest ones in 14 of them are around five students, so it is clear that there are still around 21 students who are still not fully comfortable when learning the English language, especially learning about how to speak English comfortably.

Also, the data of the questionnaire above show that ten statements/the questionnaires were given to the students, and they answer it based on what they feel honest about each statement and give their choices of opinion whether to agree, really agree, and not agree with the researchers' statement.

Table 1: The Data from the Questionnaire.

Respondent	Total Score	Pred
1	27	A
2	28	A
3	25	B
4	19	D
5	25	B
6	21	C
7	24	B
8	22	C
9	24	B
10	22	C
11	27	A
12	22	C
13	20	D
14	17	E
15	23	C
16	27	A
17	19	D
18	20	D
19	25	B
20	27	A
21	26	B
22	21	C
23	26	B
24	23	C
25	18	D
26	22	C
27	21	C
28	24	B
29	23	C
30	21	C
31	21	C
32	26	B
33	22	C
34	23	C
35	21	C

The data above shows that there are about six students who were categorized in a high level of

anxiety, while one of them can be seen as the highest. Also, six students who got a fairly level of anxiety are close enough to be categorized as the students who got a high level of anxiety, and the remaining nine students with a fair level of anxiety are shown in the table. Also, students who were categorized in a low level of anxiety are around 14 students while the lowest ones in 14 of them are around five students, so it is clear that there are still around 21 students who are still not fully comfortable when learning the English language, especially learning about how to speak English comfortably.

Also, the data of the questionnaire above show that ten statements/the questionnaires were given to the students, and they answer it based on what they feel honest about each statement and give their choices of opinion whether to agree, really agree, and not agree with the researchers' statement.

Table 2: The Data of Speaking Test.

Student	Score
1	82
2	89
3	77
4	72
5	68
6	73
7	90
8	72
9	73
10	73
11	90
12	75
13	69
14	75
15	75
16	75
17	72
18	72
19	75
20	78
21	77
22	72
23	72
24	78
25	75
26	68
27	69
28	73
29	75
30	60
31	72
32	69
33	62
34	69
35	69

From the table above, it can be seen that only 2 students in Junior High School level had a very good score of speaking ability with very good fluency and very good confidence when presenting themselves in a video. In comparison, there are 2 students who had a good score of speaking ability in Junior High School level with reasonable fluency and very good confidence when presenting themselves in a video. Also, there are about 15 students who had a fair score of speaking ability at the Junior High School level. Most of them have reasonable fluency and average creativity in the way they presented themselves in a speaking video.

But there are about 15 students who had a poor score of speaking ability at the Junior High School level, and in 15 of them, there are even two students who often paused while speaking and seem to be confused and lose confidence in speaking English. So from the table above, we can see that the highest score is 90 while the lowest score is 60. Also, almost half of the students are below the KKM (minimum competence criteria) when it comes to the category of students' speaking scores.

The Interview using in-depth Interviews and took place on the school grounds, and the conversation was using the Indonesian language to make it easier for the teacher to be freely expressed his own opinion about English as an important subject to be learned in seventh-grade students and also about the student learning process at Insan Harapan Islamic Junior High School.

The primary objective of this research was to find any relationship between students' speaking anxiety and students' speaking skills. The study also discussed the students' performance on their speaking video, students' responses to each statement in the questionnaire, the result of the questionnaire and speaking video test as a piece of evidence of the relationship between students' speaking anxiety and their speaking skills, the comparison between this study and the previous relates studies and the interview using an in-depth Interview.

The study found that there was a relationship between students' speaking anxiety and speaking skills based on many statements which were based from various sources about speaking, anxiety, and the relationship between the two of them. Based on the students' performance on their speaking video, the researchers found that speaking is one of the most important things that must be learned in order to develop your knowledge in the English language, and it will be useless if you are only focusing your mind on just learning listening, reading, and writing. Nuraini (2016) said that speaking is an interactive

legal action of constructing meaning that involves producing and reception and processing of information. In comparison, Gudu (2015) said that speaking is made by a composite of other language skills. Those skills are souring each other, and for instance, speaking could not be separated from listening.

Based on students' responses to each statement in the questionnaire, it can be found that anxiety could generally be identified as a sense of threat, fear, tension, or worries, and anxiety emerged as a response to a particular situation. Asysyfa et al. (2019) even define anxiety as a state of tension and fear as a natural response to a perceived threat, and sometimes it is hard to make a difference between fear and anxiety. Maina et al. (2016) described the difference between fear and anxiety. While anxiety is more future-oriented, feeling worried and anxious about the possibility that something bad might happen, fear is definitely a natural alarm response to a dangerous situation. While from the result of the questionnaire and speaking video test, the researchers found a piece of evidence about the relationship between students' speaking anxiety and students' speaking skills. The result also shows that anxiety was one of the main factors that can potentially make it harder for people to learn more about the English language, especially in learning about speaking. Raja (2017) said that speech anxiety refers to the feelings of discomfort that people experience before or during speaking in public. Also, communication concerns feelings of fear or anxiety about a situation in which one must communicate properly, especially when the communication act takes place in the public forum (Karmos and Karmos, 1978). Even Dawood et al. (2016) said that emotions have a significant effect on the learning process because they are a fundamental component of learning strategies and techniques. So if students feel any discomfort or being nervous when speaking, then it will affect their performances, especially when speaking English with friends, teachers, other people, and even a foreigner from another country or even in front of many people watching you.

Also, based on the comparison of the previous studies, the researchers found about how this study's methodology is a little bit similar to Amaliah (2019), especially about how she collected the students' anxiety level data by using the questionnaire which adapted from Horwitz (1986). The purpose of the questionnaire of this previous study and this study was similar too, which is to find out the students' level of anxiety and the sources of students' speaking anxiety. Also, both studies are using interviews to

support the questionnaire. The contrast between the two studies can be seen by the purpose of two studies which are clearly different, the total of question items in the questionnaire of both studies are different and both studies method of interview are clearly different too.

Furthermore, based on interviews, the researchers used in-depth Interviews, which is adapted from the theory of Brouneus (2011). The teacher confirms that the students who are still struggling in learning English possibly most of them did not like English subject since Elementary School. The difference between students who are not having anxiety or fluent in learning English and the students who are having anxiety or not fluent in learning English also can be seen from the result of their assignments because active students are more creative by adding some new words and new vocabulary in their assignments while the passive students are just doing what the teacher told without any willingness to add some new words and vocabulary. It also can be seen from the gesture while the students who are fluent in English subjects are more active while the students who are not fluent in learning English are passive.

4 CONCLUSIONS

Based on the results and discussion above, the researchers found that that there is a lot of evidence of a relationship between Students' speaking anxiety and students' speaking skill, especially if you look at student responses in the questionnaire which adapted based on Horwitz (1986) from the first statement to the ninth statement and their dream job script monologue for the questionnaire no.10, and also it can be seen from the video assignments of students' speaking skills which the test is assessed based on six aspects; pronunciation, grammar, vocabulary, fluency, comprehension, and performance (Gunada, 2017). It is clear from the data that anxiety was one of the main factors that can potentially make it harder for people to learn more about the English language, especially in learning about speaking, and also, many students clearly have anxiety and confidence problems in speaking English. Especially in speaking English privately and even in front of many people. It also can be concluded that there is a relationship between anxiety and students' speaking performance. It means that the possibility of students achieving higher speaking performance score if they have a low level of anxiety is large while the possibility of students achieving lower speaking performance score if they have a high anxiety problem is also large.

English teachers should be able to recognize students' anxiety in the learning process to develop a relaxed atmosphere. This is believed to reduce anxiety conditions for students. Moreover, teachers must help them to cope with anxiety and build their self-confidence by doing such an exciting activity in the classroom, and the teacher also should be able to find the right time and the right way to correct students' errors to build their belief about their ability and confidence. The students should be able to find out by themselves what causes their anxiety or analyse the level of anxiety they experience and have the courage to discuss it with the teacher or classmate or even their parents to minimize the effects of their anxiety. For future researchers, the researchers would like to suggest researching or exploring student anxiety with other factors such as age differences, background knowledge, or school environment to make a more meaningful contribution to the language learning process.

REFERENCES

- E. K. Horwitz, M. B. Horwitz, and J. Cope, 'Foreign Language Classroom Anxiety', *Mod. Lang. J.*, vol. 70, no. 2, pp. 125–132, 1986, [Online]. Available: <http://www.jstor.org/stable/327317>.
- I. W. Sastra Gunada, 'Using YouTube Video; An IT-based Media to Improve Students' Speaking Skill', *ResearchGate*, no. January 2017, pp. 1–10, 2017, [Online]. Available: <https://www.researchgate.net/publication/326082917>.
- K. Brounéus, *In-Depth interviewing: The process, skill and ethics of interviews in peace research*, no. January 2011. London, New York: Routledge, 2011.
- A. Kadir, 'Konsep Pembelajaran Kontekstual Di Sekolah', *Din. Ilmu*, vol. 13, no. 1, pp. 17–38, 2013, [Online]. Available: http://journal.iain-samarinda.ac.id/index.php/dinamika_ilmu/article/view/20.
- J. C. Richards and T. S. Rodgers, *Approaches and Methods in Language Teaching* (1st ed., Cambridge Language Teaching Library). United States of America by Cambridge University Press, New York: The Press Syndicate of The University of Cambridge, 1986.
- H. Muna, F. UIN Ar-Raniry, and B. Aceh, 'Foreign Language Speaking Anxiety: A Case Study at English Foreign Language Speaking Anxiety: A Case Study at English Department Students of IAIN Lhokseumawe and AL Muslim University', *J. Ilm. Didakt.*, vol. 19, no. 2, pp. 140–158, 2019.
- S. Hussain, 'Teaching Speaking Skills in Communication Classroom', *Int. J. Media, Journal. Mass Commun.*, vol. 3, no. 3, 2017, doi: 10.20431/2454-9479.0303003.
- E. Dawood, H. Al Ghadeer, R. Mitsu, N. Almutary, and B. Alenezi, 'Relationship between Test Anxiety and Academic Achievement among Undergraduate Nursing

- Students', *J. Educ. Pract.*, vol. 7, no. 2, pp. 57–65, 2016.
- R. Hanifa, 'Factors generating anxiety when learning EFL speaking skills', *Stud. English Lang. Educ.*, vol. 5, no. 2, pp. 230–239, 2018, doi: 10.24815/siele.v5i2.10932.
- K. Nuraini, 'The Barriers of Teaching Speaking English for EFL Learners', *ELLITE J. English Lang. Lit. Teach.*, vol. 1, no. 1, pp. 7–14, 2016, doi: 10.32528/ellite.v1i1.159.
- A. Daud, F. Ras, N. Novitri, and C. P. Audia, 'Factors Contributing to Speaking Anxiety: A Case Study of Pre-Service English Teachers', *J. Educ. Sci.*, vol. 3, no. 3, p. 412, 2019, doi: 10.31258/jes.3.3.p.412-422.
- B. O. Gudu, 'Teaching Speaking Skills in English Language Using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya', *J. Educ. Pract.*, vol. 6, no. 35, pp. 55–63, 2015.
- C. Suarsih, 'Metadata, citation and similar papers at core.ac.uk', *J. Penelit. Guru FKIP Univ. Subang*, vol. 1, no. 1, pp. 1–15, 2018.
- C. P. Abadi, 'Developing Speaking Skill in EFL English Course', *J. English as a Foreign Lang.*, vol. 5, no. 2, pp. 133–140, 2015, doi: 10.23971/jefl.v5i2.373.
- A. Lumettu and T. L. Runtuwene, 'Developing the Students' English Speaking Ability Through Impromptu Speaking Method.', *J. Phys. Conf. Ser.*, vol. 953, no. 1, pp. 1–10, 2018, doi: 10.1088/1742-6596/953/1/012035.
- A. Asyfyfa, A. M. Handyani, and S. Rizkiani, 'Students' Speaking Anxiety in EFL Classroom', *Proj. (Professional J. English Educ.)*, vol. 2, no. 4, p. 581, 2019, doi: 10.22460/project.v2i4.p581-587.
- C. Sutarsyah, 'An Analysis of Student's Speaking Anxiety and its Effect on Speaking Performance', *IJELTAL (Indonesian J. English Lang. Teach. Appl. Linguist.)*, vol. 1, no. 2, pp. 143–152, 2017, doi: 10.21093/ijeltal.v1i2.14.
- G. Maina, M. Mauri, and A. Rossi, 'Anxiety and depression', *J. Psychopathol.*, vol. 22, no. 4, pp. 236–250, 2016, doi: 10.5005/jp/books/18030_26.
- S. Tovilović, Z. Novović, L. Mihić, and V. Jovanović, 'The Role of Trait Anxiety in Induction of State Anxiety', *Psihologija*, vol. 42, no. 4, pp. 491–504, 2009, doi: 10.2298/PSI0904491T.
- Milne R. and Munro M., 'Symptoms and causes of anxiety, and its diagnosis and management.', *Nurs. Times*, vol. 116, no. 10, pp. 18–22, 2020.
- A. Kodal et al., 'Long-term effectiveness of cognitive behavioral therapy for youth with anxiety disorders', *J. Anxiety Disord.*, vol. 53, no. August 2017, pp. 58–67, 2018, doi: 10.1016/j.janxdis.2017.11.003.
- A. Muslem, I. A. Fata, and I. Inayatullah, 'Factors Affecting Internship Students' Speaking Anxiety', *Al-Ta lim J.*, vol. 26, no. 2, pp. 204–212, 2019, doi: 10.15548/jt.v26i2.531.
- E. K. Horwitz, 'Preliminary Evidence for the Reliability and Validity of a Foreign Language Anxiety Scale', *TESOL Q.*, vol. 20, no. 3, p. 559, 1986, doi: 10.2307/3586302.
- P. M. Lightbown, 'Sla research in the classroom/ sla research for the classroom', *Lang. Learn. J.*, vol. 28, no. 1, pp. 4–13, 2003, doi: 10.1080/09571730385200151.
- S. Tobias, 'Test Anxiety : Interference , Defective Skills , and Cognitive Capacity', *Educ. Psychol.*, vol. 20, no. 3, pp. 135–142, 1985, [Online]. Available: http://dx.doi.org/10.1207/s15326985ep2003_3.
- J. M. Batiha, N. M. Noor, and R. Mustaffa, 'Speaking Anxiety among English as a Foreign Language Learner in Jordan: Quantitative Research', *Int. J. Educ. Res.*, vol. 4, no. 10, pp. 63–82, 2016, [Online]. Available: www.ijern.com.
- M. Felicity, 'Speaking Anxiety and Its Effects on Participation in Group Discussions in L2 Classrooms', *Int. J. English Lang. Teach.*, vol. 6, no. 3, pp. 20–33, 2018, [Online]. Available: www.eajournals.org.
- U. M. Siagian and A. Adam, 'An Analysis of Students' Anxiety in Speaking', *Anglo-sax. J. Ilm. Progr. Stud. Pendidik. Bhs. Ingg.*, vol. 8, no. 1, pp. 3–9, 2017, doi: 10.33373/anglo.v8i1.978.
- R. F. Amaliah, 'The correlation between students' speaking anxiety and their speaking performance in an EFL context', *ELTR J. (English Lang. Teach. Res. Journal)*, vol. 3, no. 1, pp. 82–88, 2019, doi: doi.org/10.37147/eltr.2019.030107.
- P. S. Rahmat, 'Penelitian Kualitatif', *Equilibrium*, vol. 5, no. 9, pp. 1–8, 2009, doi: 10.31227/osf.io/wtncz.
- R. Likert, *Technique for the Measurement of Attitudes*. 1932.
- F. U. Raja, 'Anxiety Level in Students of Public Speaking: Causes and Remedies', *J. Educ. Educ. Dev.*, vol. 4, no. 1, pp. 94–105, 2017, doi: 10.22555/joeed.v4i1.1001.
- J. S. Karmos and A. H. Karmos, 'Communication skills', *J. Teach. Educ.*, vol. 29, no. 5, pp. 43–44, 1978, [Online]. Available: jte.sagepub.com.