

FACTORS CONTRIBUTING STUDENTS' SPEAKING ANXIETY

Suparlan

English Lecturer, Faculty of English Language Education, Institut Pendidikan Nusantara
Global, Indonesia

Corresponding Author Email: suparlanalen@gmail.com

Article Info	Abstract
Article History Received: February 2021 Revised: March 2021 Published: April 2021	<i>Anxiety is a dimension of foreign language speaking that is heavily investigated in the EFL contexts. The Anxiety in speaking needs to find out factors making students feel Anxiety in speaking. This study aims to find out the factors contributing to students' speaking anxiety in speaking at MTs. Darul Ishlah Ireng Lauq Lombok Barat. This research is classified as a case study using the descriptive qualitative method. The research object covers factors contributing to students' speaking Anxiety. To find out the data, questionnaires and interview activities are carried out. The questionnaire is used to know the factors making students' Anxiety in speaking. The results are in the form of a percentage. Meanwhile, the interview activities are oriented to strengthen the students' responses based on the results of the questionnaire. The data are then analyzed using qualitative ways. The steps of qualitative data analysis cover data condensation, data display, and conclusion drawing or verification. Based on the result of the analysis, there are 10 (ten) factors contributing to students' Anxiety, such as being afraid to speak in English, being afraid of teacher's consequence, lack of self-confidence, fear of being less competent than other students, embarrassment, insufficient preparation, fear of making mistakes, limited vocabulary, habit in using the English language, and language test. A detailed explanation of the findings is elaborated in the discussion part of this article.</i>
Keywords Anxiety; Speaking Skills;	

How to cite: Suparlan. (2021). Factors contributing students' speaking anxiety, *JOLLT Journal of Languages and Language Teaching*, 9(2), 160-169, DOI: <https://doi.org/10.33394/jollt.v%vi%i.3321>

INTRODUCTION

English is a medium to communicate with people around the world. English speaking skill is considered to be an important skill. Students should have a good command of communication skills in English to prepare for their future careers and lives. Due to English is considered a foreign language, students can only develop their speaking ability in the classroom, but they do not use this chance to enhance their speaking ability. It happens because of many factors. One of them is foreign language anxiety (Galante, 2018; Passiatore et al., 2019). Because of this, students are not comfortable speaking in front of others. Also, they cannot manage their emotion-related to nervousness, lack of self-confidence, and shyness (Durdukoca & Atalay, 2019). To be able to speak in English correctly, they should overcome those problems, and besides, if someone wants to have a good command of communication skills, someone should have enough vocabulary and use it in good order, speaking by using good grammatical, having good fluency in communication and also pronouncing the words properly.

However, in reality, when the researcher conducted observation at MTs. Darul Ishlah Ireng Lauq Lombok Barat, speaking is considered as one of the difficult skills. The difficulties might affect students' ability to speak, particularly in a foreign language. Furthermore, speaking is an anxious triggering activity that makes students anxious when they are in the classroom. Many learners are highly anxious because of participating in speaking activities. In fact, speaking is the most anxiety-provoking language skill in a foreign language situation.

According to Saville-Troike (2006), Anxiety has received the most attention in SLA research, and lack of Anxiety is an important component of self-confidence. Anxiety correlates negatively with second language proficiency measures, including grades awarded in foreign language classes (Mulyono, 2019). It means that higher Anxiety tends to go with lower levels of success in second language learning. In addition to self-confidence, lower Anxiety may be manifested by more risk-taking or more adventuresome behaviors. Further, they become more anxious when given questions or asked to perform in front of the class because they are afraid to make mistakes and thoughtless competence.

Those problems faced by students in speaking are caused by linguistic competence, such as the lack of vocabulary, poor grammar, lack of idea to speak, wrong intonation, and inappropriate pronunciation (Mulyono, 2019; Perez-castillejo, 2019). Aside from linguistic competence, students also have difficulty relating to their psychological traits, such as lack of confidence, fear, and Anxiety (Woodrow, 2016; Galante, 2018). Besides, the teacher's contribution in the teaching-learning process has an important role in building their speaking ability; however, the teacher is seldom to prepare situation where students have a large opportunity to practice their speaking. So there is no chance to avoid their difficulty in linguistic competence and psychological traits. Actually, while someone often practices their language little by little, Anxiety will be decreased, and speaking can make students able to solve their problems in linguistic competence (Blote et al., 2009; Tsipakides & Keramida, 2009).

The statement indicates that students with Anxiety are likely to avoid such activities in which require them to speak in a foreign language because of fear of making mistakes and over the risks when speaking. Therefore, it is important to determine the causes or factors contributing to students' speaking Anxiety. This study aims to investigate factors contributing to students' speaking anxiety at junior high schools. This study explores factors that are causing students to feel Anxiety when they speak in front of peer classmates and even public spheres.

RESEARCH METHOD

Research Design

This study is classified as a case study using descriptive qualitative study. A case study is basically an intensive study of an individual or group seen having a particular case (Mashulah, 2013). A case study refers to a single instance of some bound system, ranging from one individual to a class, a school, or an entire community (McKay, 2006). The research object cover factors making students feel anxious when they speak in public. The data are gathered through interview data, narrative accounts, classroom observations, verbal reports, and written documents. The main instrument of this study is interview sheets—researchers present data in the descriptive form. A descriptive qualitative study is used in this research because the researcher's data is based on qualitative methods. Thus, the researcher explains the results of the data in a descriptive form. The descriptive design was appropriate with this research since it describes the factors that cause the students' speaking anxiety in speaking at MTs. Darul Ishlah Ireng Lauq Lombok Barat.

Research Subjects

The subjects of this research are students from MTs. Darul Ishlah Ireng Lauq Lobok Barat, which is an eighth-grade student of MTs. Darul Ishlah. The eighth-grade students are chosen as the subject of the research in consideration that they have learned English for several years and are capable of representing their opinion related to the statement of the problem. Further, the total number of students is 42, consisting of 2 (two) classes, so the researcher used all of the population as the sample. Meanwhile, the object of the research was speaking because speaking was considered as one of the difficult skills that the students have faced.

Research Instruments

The questionnaire was used as the research instrument. The questionnaire was the adaptation and translation of FLCAS (Foreign Language Classroom Anxiety Scale) developed by Horwitz et al. (1986). There are 33 questions in the questionnaire, and it was written in the Indonesian language to help the students understand the content easily. This instrument has 33 question items that ask respondents to respond to foreign language learning anxiety situations and reflect the three components of foreign language anxiety: communication apprehension, test anxiety, and fear of negative evaluation (Ganschow & Sparks, 1996: 199). For example, they ask questions about students' Anxiety in situations like speaking in front of the language class, taking exams in a language course, and perceiving other students' evaluations of them. Twenty-four of the items are positively worded, and 9 of the items are negatively worded. Since the item 2, 5, 8, 11, 14, 18, 22, 28, 32 are negative, the score was reversely computed. Minor modifications are made to the instrument. For example, "foreign language" was changed to "English language." The spread of the items can be seen in the table below:

Table 1
Questionnaire Items

Variable	Domains	No. Items		Total
		(+)	(-)	
Foreign Language Classroom Anxiety	Communication	1, 4, 9, 15,	14, 18, 32	11 items
	Apprehension	24, 27, 29,		
			30	
	Test Anxiety	3, 6, 10, 12,	5, 8, 11,	15 items
		16, 17, 20,	22, 28	
		21, 25, 26		
	Fear of Negative Evaluation	7, 13, 19,	2	7 items
		23, 31, 33		
	Total	24 items	9 items	33 items

After having the result of FLCAS, the researcher conducted interviews to get further and detailed information about what factors make students anxious in speaking class. The utilized interview in this study includes three questions that address issues relating to the factor contributing to Anxiety on the students' English speaking skills in their classrooms. The interviews are held individually. The interviews take two weeks, and each one lasted approximately (10-15) minutes. Later, in interviewing students, the researcher used the semi-structured individual interviews where, according to Robson (in Irzeqat, 2010: 41), the semi-structured interviews enable the researcher to access the interests and involvement of the interview.

Techniques of Data Collection

In collecting the data from students, the researcher used two instruments which are a questionnaire and interview. The questionnaire was the adaptation and translation of FLCAS (Foreign Language Classroom Anxiety Scale) developed by Horwitz et al. (1986). Meanwhile, the interview was conducted by the researcher after seeing students' anxiety scale.

Firstly, the questionnaire taken from FLCAS was distributed to the students. The questionnaire was a technique of collecting data by delivering or distributing a questionnaire to the respondent with the hopes that they responded to the questionnaire (Mashulah, 2013: 34). According to Sugiyono (2009: 63), there are two types of questionnaires: a close form questionnaire and an open form questionnaire. Open form questionnaire was a question that hopes the respondent to write his or her answer about something descriptively. On the other hand, a closed-form questionnaire helped the respondent answer quickly because the researcher gives an alternative answer. In this research, the researcher used a closed form questionnaire.

The students were given some questions with 5 (five) alternative answers (Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree), which had to be chosen by the students.

Secondly, the questionnaire's result was collected and analyzed; students who had high Anxiety in speaking class were conducted to interview. Thirdly, an interview was one of the techniques of collecting data that was done by dealing a question directly to the interview. According to Allport, as quoted by Jehoda in Sutrisno's book, if we want to know what people feel, what they remember, their emotions and motives, and the reasons for acting as they do, why not ask them (Mashulah, 2013). It means that interview helped the interviewer to know what the interviewee feels about something. In this research, the researcher interviews the students that had high Anxiety in speaking class. It is used to know more detailed information from students in order to support the data obtained through the questionnaire.

Data Analysis

According to Miles & Huberman (1994: 12), four data analysis components were called the interactive model. Those components are Data condensation, Data display and Drawing and Verifying Conclusions. The data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. The result of the questionnaire and interview is selecting and focusing on the statement of the problem that states the factors contributing to students' speaking anxiety in speaking at MTs. The results of data condensation are displayed inline with research problems. It is named as data display process. For about 1 (one) week, the researcher organized and compress the result from the questionnaire and interview that have been selected in data condensation. It was about factors contributing to students' speaking anxiety in speaking at MTs. Darul Ishlah Ireng Lauq Lobok Barat. After that, the data was concluded.

The last stream of analysis activity was conclusion, drawing, and verification. Conclusion drawing, in our view, was only half of a Gemini configuration. Conclusions are also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes; or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop "intersubjective consensus" or with extensive efforts to replicate a finding in another data set.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

There are two kinds of data used in this research, and the research finding presents the result of the research based on those data. The first data obtained from the result of the questioner are given to the students about Foreign Language Anxiety (FLA). The second data obtained from the result of the interview with the students is used to support the data obtained through the questionnaire.

The data obtained from the questioner

Data from questioner were collected to measure the level of Anxiety experienced by the students in the English classroom. It utilized Linkert's scale, which ranges from 1 to 5 for negative statements and 5 to 1 for positive statements. The positive statements were in questions numbers 2, 5, 8, 11, 14, 18, 22, 24, 28, and 32. Meanwhile negative statements were in questions number 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 25, 26, 27, 29, 30, 31, and 33. After that, the researcher counted the data manually following Oetting's scale (1983). It was categorized into five levels: very relaxed, relaxed, mildly anxious, anxious, and very anxious. To be more specific, the participants chosen were the students who gained

higher speaking anxiety. The table bellow shows the level of foreign language classroom anxiety scale.

Table 2
The criteria of Students' Anxiety in Speaking

Range	Level
124-165	Very anxious
107-123	Anxious
86-106	Mildly anxious
65-85	Relaxed
33-63	Very relaxed

The following chart summarizes the data about the students' level of Anxiety.

Table 3
Students' Speaking Anxiety Level

No	Students		Level
1.	LSH	64	Relaxed
2.	H	66	Relaxed
3.	FFA	71	Relaxed
4.	ASH	71	Relaxed
5.	SW	71	Relaxed
6.	MZH	72	Relaxed
7.	MKAW	74	Relaxed
8.	MZI	77	Relaxed
9.	HI	80	Relaxed
10.	A	80	Relaxed
11.	MU	83	Relaxed
12.	ZK	83	Relaxed
13.	LST	84	Relaxed
14.	KS	84	Relaxed
15.	HA	85	Relaxed
16.	RAM	87	Mildly Anxious
17.	JA	88	Mildly Anxious
18.	HY	90	Mildly Anxious
19.	PEP	90	Mildly Anxious
20.	APA	92	Mildly Anxious
21.	STW	92	Mildly Anxious
22.	DSH	93	Mildly Anxious
23.	IL	93	Mildly Anxious
24.	SJ	94	Mildly Anxious
25.	LZY	94	Mildly Anxious
26.	Y	96	Mildly Anxious
27.	M	96	Mildly Anxious
28.	YH	97	Mildly Anxious
29.	HH	98	Mildly Anxious
30.	SR	98	Mildly Anxious
31.	K	99	Mildly Anxious
32.	AKI	100	Mildly Anxious
33.	AS	100	Mildly Anxious
34.	HK	101	Mildly Anxious
35.	I	102	Mildly Anxious
36.	ES	106	Mildly Anxious
37.	LS	107	Anxious
38.	N	109	Anxious
39.	LA	112	Anxious

40.	HM	121	Anxious
41.	LI	126	Anxious
42.	AAS	129	Anxious

Based on the table and chart above, it could be concluded that 6 (six) students were an anxious level, 21 (twenty-one) students at a mildly anxious level, and 15 (fifteen) students were in relaxed level. Related to the result of students' level anxiety, the researcher analyzed the most thing that was caused students' Anxiety. The researcher found that students afraid to speak in English caused students' Anxiety greatly. The result of responding No. 1 "I never feel quite sure of myself when I am speaking in my English class" is (43%), No. 4 "It frightens me when I don't understand what the teacher is saying in the foreign language." (50%), No. 9 "I start to panic when I have to speak without preparation in English class" is (45%), No. 24 "I feel very self-conscious about speaking the foreign language in front of other students.", (31%) and No. 27 "I get nervous and confused when I am speaking in my language class." (34%). Those five numbers are included in the domain of communication apprehension (based on the domains constructed by Horwitz et al., 1986). These students were exceedingly shy when they had to speak English in front of others. They were easily embarrassed and nervous because they felt that everyone was looking at them and judging them.

Then, the situations that make students anxious are the statement No. 3 "I tremble when I know that I'm going to be called on in language class." (43%), No. 10 "I worry about the consequences of failing my foreign language class." (48%), No. 12 "In language class, I can get so nervous I forget things I know." (39%), No. 16 "Even if I am well prepared for a language class, I feel anxious about it." (42%), No. "I can feel my heart pounding when I'm going to be called on in language class." (48%), No. 25 "Language class moves so quickly I worry about getting left behind.", and No. 26 "I feel tenser and have more pressure in English class than in other classes" (31.6%). Those two numbers are included in the domain of test anxiety (based on the domains constructed by Horwitz et al., 1986). These students were test-anxious either because of undue expectation of test results or because of unpleasant test experiences in the past.

Last, anxious students were worried that they were less competent than their classmates. They highly endorsed the statements in No. 23, "I always feel that my classmates speak better English than I" (36.8%) and in No. 7 "I think that my classmates' English is better than mine" (36.8%). Those two numbers are included in the domain of fear of negative evaluation (based on the domains constructed by Horwitz et al., 1986). These students were apprehensive about others' evaluations and anticipated that their classmates would evaluate them negatively.

Also, anxious students were caused by fear of making mistakes. They endorsed statement No. 2 in a reverse item, "I don't worry about making mistakes in English class" (50%). It means that 50% of the students worry about making mistakes in English class. Further, students anxious because of embarrassment and lack of preparation, this statement supported by item No. 13, "It embarrasses me to volunteer answers in my language class." (31%), and No. 33 "I get nervous when the language teacher asks questions which I haven't prepared in advance" (32%). Those three numbers are also included in the domain of fear of negative evaluation (based on the domains constructed by Horwitz et al., 1986).

It figured out that factor that was caused foreign language anxiety of MTs. Darul Ishlah Ireng Lauq Lombok Tengah is afraid to speak in English, be afraid with teacher's consequence, lack of self-confidence, fear of being less competent than others students, embarrassment, and insufficient preparation, and fear of making mistakes. This finding corresponded with the three components of foreign language anxiety of Horwitz, Horwitz, and Cope (1986).

The data obtained from the interview

After counting students' level anxiety, the researcher found 6 (six) students were in anxiety level. By using audio recording, the researcher interviewed them. The data obtained

from the interview showed that most of them were anxious because of lack of preparation, afraid of making a mistake, language test, teacher's punishment, limited vocabulary, habit in using the English language, fear of negative evaluation from friends. The interviewee's quotation supported those statements above; Participant 1: I ever feel anxious when the teacher asks me a question, and I do not know what to say because I do not know the meaning. Participant 2: I feel anxious while the teacher comes to class and gives a test. Participant 3: Sometimes I feel anxious while I come forward, afraid of making mistakes and afraid if my friend gibe at me. Participant 4: I feel anxious if my teacher asks me to ask questions, and I am afraid the teacher will give me punishment if I can not answer it, and I am afraid if my friends laugh at me. Participant 5: I am anxious if the teacher asks me to read in front of the class, and I do not have preparation. After that, I am afraid if my friends laugh at me. Participant 6: I am anxious if the teacher calls me to speak English in front of the class, English is a foreign language that we seldom use in our daily lives.

Discussion

The research question of this study is what factors are contributing to students' speaking anxiety in speaking at MTs. Darul Ishlah Ireng Lauq Lobok Tengah. To attain the data, the researcher distributes questionnaires and interview sheets to English students. Dealing with the Anxiety, this study defines Anxiety is a dimension of a distinct complex of self-perceptions, beliefs, feelings, and behaviors relating to language learning. It arises from the uniqueness of the language learning process (Krashen, 1982; Russell, 2020). Most students still feel Anxiety in speaking classes because they have low vocabulary acquisition, insufficient pronunciation knowledge, and a low accuracy level to pronounce English words. These findings confirm what MacIntyre and Gradner (2007); and MacIntyre and Legatto (2010) found in their studies.

Since students have speaking anxiety, English teachers carry out various strategies to help their students to diminish their Anxiety. For instance, teachers provide students with the introduction of pre-tasks to prepare students for a main speaking task. Teachers also divide students into pairs and small groups in discussion sessions before moving to the main speaking activity (Piazolli, 2011; Saglamel & Kayaoglu, 2013; Atas, 2015). According to the result of the FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire, students from language program class are mostly categorized as mildly anxious students there are 21 (twenty one) Meanwhile there are 6 (six) students categorized as anxious students and 15 (fifteen) categorized as relaxed students. The students from the anxious level were focused on this study. Based on the result of the questioner which 42 students responded, the factors that caused language anxiety in speaking English are being afraid to speak in English, being afraid of teacher's consequence, lack of self-confidence, fear of being less competent than other students, embarrassment, insufficient preparation and fear of making mistakes.

Next, related to the interview, there were 6 (six) factors contributing to Anxiety. The first students could not have enough preparation. The Second afraid of making mistakes. This factor hindered the students from taking the courage to speak. The Third language test, some particular language test made them Anxiety because they do not know what to answer. The Fourth teacher's punishment made students afraid to speak. The Fifth because of students' limited vocabulary, they do not know the meaning of what the teacher asks. The Sixth habit in using the English language in Indonesia, fear of negative evaluation from friends. This factor has become an obstacle that made the students feel anxious in performing their speaking.

So it could be concluded, there were 10 (ten) factors that were contributing to students' Anxiety, such as 1. being afraid to speak in English, 2. being afraid of teacher's consequence, 3. lack of self-confidence, 4. fear of being less competent than others students, 5. embarrassment, 6. insufficient preparation, 7. fear of making mistakes, 8. limited vocabulary, 9. habit in using English language, and 10. language test.

CONCLUSION

Based on the data analysis and the discussion in the previous chapter, the researcher finally concludes that students from language program classes were mostly categorized as mildly anxious students. There are 21 (twenty-one). Meanwhile, 6 (six) students were categorized as anxious students and 15 (fifteen) categorized as relaxed students. The result of this research shows that there were 10 (ten) factors that are contributing to students' Anxiety, such as 1. being afraid to speak in English, 2. being afraid of teacher's consequence, 3. lack of self-confidence, 4. fear of being less competent than others students, 5. embarrassment, 6. insufficient preparation, 7. fear of making mistakes, 8. limited vocabulary, 9. habit in using the English language, and 10. language test.

ACKNOWLEDGEMENT

Firstly, the researcher wishes to express the deepest gratitude to Allah SWT. the almighty for the mercies and blessing to the completion of this research. The researcher would also like to deliver deepest appreciation to the parents, big family, and friends for encouragement and continual support so that the research is accomplished. Further, the researcher would like to deliver the deepest appreciation to MTs. Darul Ishlah Ireng Lauq Lombok Barat has given the opportunity to the researcher to do the research. As there is no such thing quite perfect in the world, the researcher honestly appreciates all constructive criticism for the completeness of this research.

REFERENCES

- Anderson, C. & Bachman, F. L. 2009. *Assesing Speaking*. New York: Cambridge University Press.
- Anderson, P. L., Zimand, E., Hodges, L. F., & Rothbaum, B. O. (2005). Cognitive behavioral therapy for public-speaking Anxiety using virtual reality for exposure. *Depression and Anxiety*, 22(3), 156-158.
- Barracough, R. A., Christophel, D. M., & McCroskey, J. C. (1988). *Willingness to Communicate: A Cross-Cultural Investigation*. *Communication Research Reports*, 5 (2), 187-196.
- Batko, A. 2004. *When Bad Grammar Happens to Good People: How to Avoid Common Errors in English*. Franklin Lakes, NJ: Career Press.
- Blöte, A. W., Kint, M. J., Miers, A. C., & Westenberg, P. M. (2009). The relation between public speaking anxiety and social Anxiety: A review. *Journal of anxiety disorders*, 23(3), 305-313.
- Brown, H. D. (2001). *Teaching by Principle: An Interactive Approach to Languge Pedagogy*. New York: Longman.
- Brown. H. D. (2004). *Language Assessment: Principles and Classroom Practices*. United States of America: Pearson Education, Inc.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching: Fifth Edition*. United States of America: Pearson Education, Inc.
- Burns. A and Claire, S. 2003. *Clearly Speaking: Pronunciation in Action for Teachers*. Sydney: Macquarie University.
- Butler, Y. G. 2008. *What Level of English Proficiency do Elementry School Teacher*. *TESOL Quarterly*, 38. 245-278.
- Cooper, M. James. 2011. *Classroom Teaching Skills*. University of Virginia.
- Dean, Bryson (2001). *Speaking Skill*.(online): <http://www.usingenglish.com/articles/teaching-speakingconversation>.

- Durdukoca, Ş. F., & Atalay, T. D. (2019). Occupational anxiety and self-efficacy levels among prospective teachers. *International Journal of Evaluation and Research in Education*, 8(1), 173–180. <https://doi.org/10.11591/ijere.v8i1.18213>
- Farida, Rina. 2011. *The Effectiveness of Memorizing Conversation Toward Students' Speaking Ability; An Experimental Study at the Second Grade Students of SMPN 7 Mataram in Academic Year 2010/2011*. Thesis, Unpublished. IKIP MATARAM.
- Galante, A. (2018). Drama for L2 Speaking and Language Anxiety: Evidence from Brazilian EFL Learners. *RELC Journal*, 49(3), 273–289. <https://doi.org/10.1177/0033688217746205>
- Ganschow, L., & Sparks, R. (1996). *Anxiety about Foreign Language Learning among High School Women*. *Modern Language Journal*, 80, 199-212.
- Gruyter, M. D. 2006. *Current Trends in the Development and Teaching of the Four Language Skills: Studies on Language Acquisition*. New York: Die Deutsche Bibliothek.
- Hancock, Mark. 1995. *Pronunciation Games*. Cambridge University Press.
- Henning, Dorothy. 2001. *Mastering Classroom*. (online): <http://oss.sagepub.com/content/29/10/1287.abstract.html>, accessed on 13 April 2014 at 11:30 am. <http://bukuisbn.blogspot.com/improving-students-writing-ability-on.html>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. 1986. *Foreign Language Classroom Anxiety*. *Modern Language Journal*, 70, 125-132.
- Irzeqat, N. S. 2010. *The Effect of Anxiety on the Oral Performance of Palestinian Students of English from the Perspectives of Teachers and Students*. Thesis. Publish. Hebron University.
- Kagan, Spencer. *Cooperative Learning*. San Clemente, CA: Kagan Publishing, 2009. www.KaganOnline.com.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford, UK: Pergamon.
- Louma, Sari. 2004. *Assessing Speaking*. Cambridge University Press.
- Susanti, Novia. 2011. *The Use of Picture As Media in Teaching English for Increasing Students' Speaking Skill: An Experimental Research at the First Year Students of SMPN 1 Plampang in Academic Year 2010/2011*. Thesis, Unpublished. IKIP MATARAM.
- MacIntyre, P. D. (1995). *How Does Anxiety Affect Foreign Language Learning: A Reply to Sparks and Ganschow*. *The Modern Language Journal*, 79 (1), 90-99.
- MacIntyre, P. D., & Gardner, R. C. (1994). *The Subtle Effects of Language Anxiety on Cognitive Processing in the Second Language*. *Language Learning*, 44 (2), 283-305.
- MacIntyre, P. D. (2007). Willingness to communicate in the second language: understanding the decision to speak as a volitional process. *The Modern Language Journal* 91(4): 564-76.
- MacIntyre, P. D., & Legatto, J. J. (2010). Willingness to communicate: developing an idiodynamic method to capture rapidly changing affect. *Applied Linguistics* 32(2): 149–71.
- Marsland, Bruce. 1998. *Lesson from Nothing*. Cambridge University Press.
- Mashulah. 2003. *An Analysis of Students' Difficulties Understanding English Reading Text (Case Study of Descriptive Text among the 8th Grade Students at Mts Miftahul Ulum, Duriwetan Maduran, Lamongan)*. Thesis, Unpublish. STATE Islamic University of Sunan Ampel Surabaya.
- Mattarima, K., & Hamdan, A. R. 2011. *The Teaching Constraints of English as Foreign Language in Indonesia: The Context of School Based Curriculum*. *Sosiohumanika*, 4(2), 287-288.
- McCarthy, M. 2002. *English Vocabulary in Use*. New York: Cambridge University Press.

- McKay, S. L. 2006. *Researching Second Language Classrooms*. Mahwah, N.J.: Lawrence Erlbaum Associates. Pp. 192.
- Milles, M. B. & Huberman, M. 1994. *Qualitative Data Analysis*. SAGE Publications, Inc
- Mulyono, H. (2019). An Investigation of Factors Contributing to Foreign Language Speaking Anxiety among International Students in Indonesian Universities. *Register Journal*, 12(1), 13. <https://doi.org/10.18326/rgt.v12i1.13-27>
- Passiatore, Y., Pirchio, S., Oliva, C., Panno, A., & Carrus, G. (2019). Self-efficacy and Anxiety in learning English as a Foreign language: Singing in class helps speaking performance. *Journal of Educational, Cultural and Psychological Studies*, 2019(20), 121–138. <https://doi.org/10.7358/ecps-2019-020-passi>
- Pérez Castillejo, S. (2019). The role of foreign language anxiety on L2 utterance fluency during a final exam. *Language Testing*, 36(3), 327–345. <https://doi.org/10.1177/0265532218777783>
- Piazzoli, E. (2011). Process drama: the use of affective space to reduce language anxiety in the additional language learning classroom. *The Journal of Applied Theatre and Performance* 16(4): 557–73.
- Russell, V. (2020). Language anxiety and the online learner. *Foreign Language Annals*, May, 1–15. <https://doi.org/10.1111/flan.12461>
- Sağlamel, H., & Kayaoğlu, M.N. (2013). Creative drama: A possible way to alleviate foreign language anxiety. *RELC Journal* 44(3): 377–94.
- Saville-troike, M. 2006. *Introducing Second Language Acquisition*. New York: Cambridge University Press.
- Soim, C. 2014. *A Study of Foreign Language Anxiety of Male And Female Elementary School Students In Learning English*. Thesis. Publish. Yogyakarta STATE University.
- Sugiyono. 2010. *Metode Penelitian Kuantitatif Kualitatif dan R & D*. Bandung: Alfabeta.
- Tarigan, Henry G. 1993. *Strategi Pengajaran dan Pembelajaran Bahasa*. Bandung : Angkasa.
- Thornbury, Scott. 2001. *How to Teach Speaking*. Longman.
- Turk, Christopher. 2003. *Effective Speaking*. Taylor and Francis Group Spoon Press.
- Tsiplakides, I., & Keramida, A. (2009). Helping Students Overcome Foreign Language Speaking Anxiety in the English Classroom: Theoretical Issues and Practical Recommendations. *International Education Studies*, 2(4), 39-44.
- Turk, C. 2003. *Effective Speaking: Communicating in Speech*. London: Spon Press.
- Yang, Y. C., & Chang, L. 2008. No Improvement: Reflections and Suggestion on the use of skype to Enhance Collage Students' Oral English Proficiency. *British Journal of Education Technology*, 39 (4). 721-725.
- Woodrow, L. (2006). Anxiety and speaking English as a second language. *RELC journal*, 37(3), 308-328.