p-ISSN: 2089-6115
Vol. 10 (1) Edisi Mei 2021

ANALYZING EFL STUDENTS' SPEAKING ANXIETY: THE CASE AT ISLAMIC ECONOMY DEPARTMENT OF UIN ALAUDDIN MAKASSAR

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Abstract

This research was conducted to find out the students' level of anxiety in speaking, the causes of students' anxiety and the effect of students' anxiety to speak in speaking class, and the students' strategies to cope their anxiety in Islamic Economy department of UIN Alauddin Makassar. The results of this research show that the students of Islamic Economy department of UIN Alauddin Makassar were at middle anxious. Moreover, the causes of anxiety for the students with high level anxiety are lack of practice, lack of confidence to speak, unable to speak in front of public, and fear of negative evaluation of peers. Whereas, the students with low level anxiety experience anxiety during speaking class because of competitiveness. The students with high level anxiety have debilitating anxiety with negative effects while the students with low level anxiety have facilitating anxiety. Nevertheless, the students had their own strategies to deal with their anxiety, for example, keeping silent, avoiding eye contact, and smiling or laughing. In addition, the students with low level of anxiety reduce anxiety by practice and preparation. Besides, to reduce anxiety during speaking class, the lecturers gave them motivation to speak English or told the story or jokes.

Keywords: *Anxiety, Speaking, level of anxiety, causes and effects of anxiety*.

INTRODUCTION

Speaking is an oral communication that consists of at least a speaker and a listener to receive and send messages. Using English to communicate means using it to express ideas and opinions to others. Communication gives an easy way for the speaker in sending her/his message and for the listener in catching the message.

English learners hope to have a communicative use of English especially in mastering a good spoken language. It is something reasonable to consider because the common way used by people to communicate is spoken language. When people use the spoken language to communicate each other, it is not as easy as producing the ideas of their express.

The students of UIN Alauddin Makassar especially in Islamic Economy department agreed that speaking is the most dificult skill in English to master. Some problems are faced by students of PIBA UIN Alauddin in learning Speaking. The students cannot express their ideas because of limitation of vocabulary mastery that makes them difficult to arrange sentences in English when they speak. The students also always think that speaking English is a difficult subject in their school because the pronounciation and the writing are different so they do not have any interest in learning English. Besides, the students do not have self-confidence to speak like their speaking in Indonesian. This is because the students are afraid of making mistakes in grammar, structure and pronunciation when they are speaking English in front of their friends. Furthermore, Students lack of practices in the speaking class. Mostly the students just memorized all the sentences in the conversation book without knowing the meaning and the way to speak the sentences properly. The last is the students only learn English in their class. They do not try to learn English from the other sources such as read English books, join a meeting club or take a private class in their home.

That phenomenon occurs because of some factors and one of the most influencing factors is anxiety (Dörnyei., 2005; Ehrman., 1995; Harmer, 2004; Cheng et al., 1999; Wu and Lin, 2014). Horwitz at al. (1986) also noted the counselor of LSC (Learning Skills Centre) in United Stated of America found that students will feel anxious when they learn speaking and listening. Anxiety causes

p-ISSN: 2089-6115
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a lot of disadvantage for English Foreign Language students. Anxiety debilitates students' speaking because it makes students to avoid talking in the classroom, make their mind going blank, and even they have no ability to put thoughts into words. They could lose opportunities to speak English in a classroom or to improve their speaking skill.

Mayangta (2013), Cagatay (2015) in their research found the sources of students' anxiety are varied. The students' anxiety drives them negatively. Besides, some of students applied coping strategies to reduce their anxiety. Furthermore, anxiety could be a block of students in master English because according to Krashen (1982) the students might develop another negative behaviors such as sitting in back row, becoming passive learners or even skipping English class.

There are some previous studies talk about anxiety and its effects in speaking skill. The results show that anxiety has important role in students speaking skill. It shows that the more students tend to gain low speaking proficiency, the more anxious they feel (Aida,1994).

Anxiety debilitates speaking because it can hinder the students' performance and achievement in the classroom. To minimize this problem, the researcher intends to launch this research project, in hopes it can show the students' anxiety level, causes of anxiety, effects of anxiety and students strategies to overcome anxiety. Focusing on students' anxiety that really debilitates their performance in speaking class, the rsearcher is interested in elaborating a research in title "Analysing the Students' Anxiety in Speaking Class".

RESEARCH METHODE

1. Foreign Language Classroom Anxiety Sclae

In this research, the researcher took FLCAS which stands for Foreign Language Classroom Anxiety Scale to gather the data. FLCAS was developed by Horwitz et al in 1986. FLCAS is an individual report that consists of 33 items. It measured the situational anxiety directly associated to the specific context of the foreign language classroom. FLCAS was a 5 point Likert type scale from strongly agree to strongly disagree. In order to prevent misunderstanding, translated version of FLCAS was used in the present study. The researcher took FLCAS to gather data in this research. FLCAS is consists of 33 questioners with positive and negative statements. Both positive and negative statements are arranged together to avoid students' misunderstanding. Besides, Positive and negative statements scale ranged from 1 to 5 with answer "strongly agree" to "strongly disagree".

2. Interview

The researcher interviewed some students as participants to answer the problem statements. Language used in interviewing students was Bahasa Indonesia to obtain a detail subjective description of the interviewees' own perspectives about their anxiety. Kind of the interview that researcher used was structured interview. According to Sugiyono (2014), the purpose is to find out the open information about a problem by asking the opinion and idea of the interviewee. In conducting interview, the researcher listened, recorded, and noted carefully what the interviewee explained.

To get further information in order to support the data from FLCAS, the researcher applied interview to the students who have high level anxiety and low level anxiety. The data from the interviews were analyzed through several steps; first, transcribing the result of the interview and analyzing the answer of the students. Next, classifying data into the selected categories and interpreting the student's answer to find out their attention towards students' speaking anxiety. The interview is expected to give the additional information about the students' attention. And the last step is presenting the result descriptively.

FINDING AND DISCUSSION

This part covers all of the research findings as the data from classroom Foreign Language Classroom Anxiety Scale (FLCAS) and interview that was conducted in UIN Alauddin. Classroom

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FLCAS was applied to gain the data in answering the first problem statement and interview was conducted to gain the data in answering the second to the fourth problems statement. FLCAS was conducted once and interview was conducted after FLCAS. Interview was conducted two times for different respondents. The respondents consisted of four students who got anxious and very anxious level. Therefore, the research findings were drawn based on statement of the problems that was stated in the first chapter.

1. The Students' Level Anxiety to Speaking

Foreign Language Classroom Anxiety Scale (FLCAS) is one of instruments that I used to measure students' anxiety level. It was developed by Horwitz (1986) and originally targeted for the classroom context.This questionares consisted of 33 itemswith 5 point Likert ranging from stongly agree to strongly disagree. There were 30 students as respondents in this research and here is the result:

Table 1. The result of Foreign Language Classroom Anxiety Scale

Interval Score	Level	Percentage (%)	Frequency
108-165	High	13.3%	4
87-107	Middle Anxious	70%	21
33-86	Very Relaxed	16.7%	5

An analysis on level of the students' anxiety of Islamic Economy Department of UIN Alauddin Makassar in speaking class was done. The data indicated that most of students had middle anxious with 21 students, and some of them expeienced low level of anxiety with 5 students. Furthermore, 3 students experienced anxious towards speaking and only 1 students experienced very anxious that included in low level anxiety. It can be concluded that the students of Islamic Bussiness and Economy were experienced middle anxious based on the result of FLCAS.

2. The Causes of Students' Anxiety

To answer the next problem statement namely *What makes students feel anxious to speak in speaking class?* The researcher used structured interview. As the result, the causes of anxiety in each student were varied.

a. High Level of Anxiety

1). Student 1

Student 1 got anxious level based on the result of FLCAS. She said that her anxiety did not always happen and she experienced anxiety only in certain circumstances, for example, when the lecturer asked her to speak without preparation. Other factors that could make her more anxious were because she could not speak English fluently, and she was afraid if her friends laughed when she did not speak English well or made mistakes. The statements of student 1 can be seen below

"Saya terkadang merasa cemas di dalam kelas speaking meskipun tidak terlalu sering. Kecemasan itu muncul ketika dosen menyuruh saya untuk menjawab pertanyaan tanpa persiapan sama sekali. Saya takut teman-temanku menertawaiku ketika saya salah dalam mengatakan atau mengucapkan sesuatu."

"I sometime feel anxious eventhough it does not always happen. I feel anxious if only my lecturer suddenly asks me to speak without preparation and honestly I am anxious because I lack of practice in English. My friends will laugh if I make mistakes during I speak."

(The data from student1 for question 1-5)

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Student 1 needed enough time to prepare her answer when her lecturers asked her to speak. She could not directly speak without preparation because she could not speak English well and her ability to speak English was still low.

2). Student 2

Student 2 were in very anxious level based on the result of FLCAS. She always felt anxious during speaking class. She would feel anxious when her friends asked her something in English because she could not understand what her friends were saying and it makes the student 2 loose her self-confidence. Besides, speaking without preparation could lead her anxiety when her lecturer asked her to speak in front of the classroom without preparation. The statements of student 2 can be seen below

> *"Saya selalu merasa cemas pada saat pelajaran bahasa Inggris berlangsung. Itu disebabkan karena saya tidak dapat mengerti apa yang teman-temanku katakan ketika mereka berbahasa Inggris. Hal tersebut membuatku tidak percaya diri."*
>
> "I always feel anxious every taking English class, especially speaking. I feel anxious because I could not understand what my friends are saying when they talk to me. I do not feel cofident to speak because of it."
>
> (The data from student 2 for question 1-5)

The student 2 had lower English proficiency than student 1. It could be proved by the student 2's statement that she could not understand what her friends were saying when they talked to her. Her lack of English vocabulary mastery made her anxious in speaking class.

3). Student 3

Based on the result of FLCAS, the student 3 experienced anxious level. Her anxiety occurred when she had to speak or deliver her presentation in front of the class because her mind usually went blank and forgot all what she had already known. The statements of student 3 can be seen below

> "*Saya terkadang merasa cemas, meskipun tidak terlalu sering. Penyebab kecemasanku adalah ketika saya harus naik berbicara menggunakan bahasa Inggris di depan kelas meskipun saya telah berlatih sebelumnya. Hal tersebut membuatku lupa apayang akan saya katakan*."
>
> "I sometime feel anxious eventhough it does not usually happen. The causes of my anxiety is when I have to standing in front of my class to speak or deliver my presentation eventhough I have done good preparation because it can make me forget the words that I have known."
>
> (The data from student 3 for question 1-5)

Student 3 lost her self-confident when she had to stand in font of public to speak or deliver her presentation eventhough she was in a good preparation. For her, speaking or delivering presentation in front of the public could be a pressure that could lead her anxiety because she could not remember what she knew.

4). Student 4

Student 4 also experienced anxiety level based on the result of FLCAS. His anxiety happened only in certain circumstances, for example, standing in front of the class to speak and his lecturer asked him to speak without preparation. Furthermore, he was afraid if his friends laughed when he made mistakes when he spoke in English. The statements of student 4 can be seen below

> "*saya merasa cemas ketika dosenku menyuruhku untuk berbicara tanpa pesiapan. Selain itu, saya merasa takut jika temanku menertawaiku ketika saya salah berucap ketika saya berbicara dengan menggunakan bahasa Inggris."*

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> "I feel anxious if only my lecturer asks me to speak in front of the class without preparation. Then, I feel anxious because I am afraid my friend will laugh if I make mistakes when I speak."
>
> (The data from student 4 for question 1-5)

Students 4 was similiar to student 3. They felt anxious if the lecturers asked them to speak in front of the class. Student 4 would be very anxious when he was asked to speak without preparation.

b. Low Level of Anxiety

1). Student 5

Student 5 hardly experienced anxiety in the classroom. Eventhough student 5 had good speaking, he was still nervous in speaking English in the classroom. When he did mistakes during speaking, he was afraid their friend would judge him as low achiever and it could lower his prestige in the classroom.

> *"Saya hampir tidak pernah merassa cemas ketika berbicara di kelas bahasa Inggris. Saya cemas hanya disaat saya melakukan kesalahan karena hal tersebut membuat gengsi saya menurun."*
>
> "I hardly feel anxious when I speak English in English Class. I only feel anxious when I did mistake because it will lower my prestige."
>
> (The data from student 5 for question 1-5)

2). Student 6

Student 6 had different cause of anxiety with student 5. Student 6 sometimes felt anxious when she looked at her friends spoke English better than her. Student 6 did not want to be rivaled by other students.

> *"Saya kadang-kadang merasa cemas di kelas bahasa Inggris pada saat saya melihat teman saya lebih pintar dibandingkan saya"*
>
> "I Sometimes get nervous in Speaking class when I see my friends are better than me."
>
> (The data from student 6 for question 1-5)

3. The Effects of Students' Anxiety

The same technique, structured interview, was used to gain the data from the same students in gaining their perceptions about the effects of their anxiety. The interview was done after the students were given FLCAS. The data aimed to answer the third problem statement in this research namely, *What is the effect of students' anxiety to speak in speaking class?* Here are the results of interview.

a. High Level of Anxiety

1). Student 1

From the interview of student 1, the data shows that the effects of anxiety towards student 1 were faster heartbeat, sweaty palms, and decreasing her motivation to speak in the classroom. The statements of student 1 can be seen below

> *"Kecemasan membawa dampak buruk bagi penampilanku di kelas. Ketika saya harus berbicara tanpa persiapan, jantungku akan berdebar lebih kencang dan tanganku menjadi berkeringat dan hal ini membuat performaku di kelas menurun."*

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> "Anxiety brings bad effect to my performance because when I have to speak without preparation, my heart pounding will be faster and my palms become sweat that make me unable to give good performance."
>
> (The data from student 1 for question 6)

Bad performance was affected by anxiety. Sometimes she could not produce the words well when her lecturers forced her to speak without preparation.

2). Student 2

Student 2 argued that anxiety debilitated her performance in the speaking class. The effects of anxiety were decreasing motivation and interest in speaking English. Besides, anxiety increased the student 2's errors during speaking class. The statements of student 2 can be seen below

> *"Kecemasan membuatku stres dan takut berbicara Inggris. Ketika saya stres, saya akan menyerah dalam mempelajari bahasa Inggris karena semakin saya belajar, semakin stres yang saya saya rasakan. Saya merasa bahwa sngat percuma mempelajari bahasa Inggris karena saya belajar atau tidak, saya tetap tidak akan mengerti apa yangtemanku katakan ketika mereka berbahasa Inggris."*
>
> "Anxiety drives me stress and afraid to speak English. When I become stress, I give up to learn English because the more I learn the more stressful I get. I think it is so useless to learn English because I study or not I still cannot understand what my friends said when they talked to me in English."
>
> (The data from student 2 for question 6)

The statement of student 2 indicated that the effects of anxiety were stressful and decreasing student's motivation and interest to learn English. Furthermore, student 2 thought that the more she studied, the more confused she got.

3). Student 3

Anxiety brought negative impact for student 3. Student 3 treated anxiety as challenge that had to be passed so she motivated herself to learn English and made good preparation before speaking or delivering presentation in front of the class. The statements of student3 can be seen below

> *"Saya merasa cemas ketika saya harus berbahasa Inggris di depan teman-temanku. Saya sangat takut apabila menertawaiku ketika saya mengucapkan kata yang salah jadi saya menjadi malas belajar."*
>
> "I feel anxious when I have to speak in front of my friends. I am afraid they will laugh if I make mistakes so I become lazy to learn English".
>
> (The data from student3 for question 6)

Anxiety sometimes bought positive impact for the students, but not for student 3. Anxiety decreased her motivation. It is proved by the statement of student 3 that she became lazy to speak English in speaking class.

4). Student 4

Student 4 was the same as student 1. When student 4 had to speak without preparation, he became stress and his heart beat faster. Besides, anxiety debilitated his performance because he could not produce his ideas when he had to speak without preparation. And it would bring negative effect for his speaking score.

> *"Efek dri kecemasanku adalah sayaterkadang lupa apa yang saya tahu sehingga mempengaruhi performaku di dalam kelas."*

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"The effects of my anxiety are stress and I cannot remember what I know so that it influences my performance when I speak English"

(The data from student 4 for question 6)

Student 4 argued that stress and loosing his ideas when she had to speak made him loosing his self-confidence. That was why student 4 could not give good performances during in speaking class.

b. Low Level of Anxiety

1). Student 5

If students with high level anxious felt negative impacts of anxiety, anxiety brought positive impact for student 5. Anxiety could encourage him to speak and learn English.

"Kecemasan tidak menjadikan saya terbebani, malah itu membuat saya termotivasi untuk belajar terus"
"Anxiety is not a burden for me, it motivates me to learn more"

(The data from student 5 for question 6)

2). Student 6

The effect of anxiety for student 6 was difficult to concentrate when she spoke English. It delibitated her to speak so student 6 tried to control herself by talking toherself.

" Efek dari kecemasanku adalah susah konsentrasi pada saat bericara di kelas"
"Effect of my anxiety is difficult to focus when I am speaking English in my class".

(The data from student 6 for question 6)

4. The Students' Strategies to Deal with Anxiety

Structured interview obtained students' perception about their strategies to overcome their anxiety. The interview was done after the students were given FLCAS. The data aimed to answer the third problem statement in this research namely, *How do English students deal with their anxiety?* Here are the results of interview.

a. High Level of Anxiety

1). Student 1

Student 1 coped her anxiety by keeping silent, and taking deep breath. Eventhough it did not really work, but it could decrease her anxiety. The statements of student 1 can be seen below

"Ketika saya merasakan cemas, saya hanya bisa diam dan menarik nafas dalam-dalam. Ketika dosenku menyadari kecemasanku, biasanya dosenku menyuruhku untukrileks atau bercerita lucu dan itu efektif."
"When I get nervous, I just keep my silent and take breath deeply, when my lecturers realize it, some of them sometimes ask me to be relax or tell a joke and it is effective"

(The data from student 1 for question 7-10)

Luckily, her lecturers did something when they realized that their students got anxious. Telling a joke could make students laugh and feel relax.

2). Student 2

Student 2 had similiar strategies to student 1. Student 2 just kept her silent when she got anxious or nervous during speaking class. Moreover, student 2 sometimes skipped class to avoid anxiety.

"Satu-satunya cara untuk mengatasi kecemasanku adalah bolos. Tapi jika saya harus berbicara di dalam kelas, saya hanya bisa terdiam. Tidak ada yang bisa saya lakukan.

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Dosenku terkadang memberikanku waktu beberapamenit untuk berpikir agar saya bisa rileks meskipun kecemasanku hanya berkurang sedikit"
"One way to overcome my anxiety is skipping speaking class. But if I am trapped in my classroom, I mean, I have to speak in front of the class I just keep silent. Nothing I can do. My lecturers sometimes give me enough time to think or take a deep breath so I can relax."

(The data from student 2 for question 7-10)

Her lecturers let her relax by giving enough time or taking a deep breath when they saw that their student was getting anxious. Eventhough it did not really effective, student 2 argued that it lowered her anxiety.

3). Student 3

Student 3 could not stand in front of the public because of being afraid of making mistakes. However, her strategy to overcome her anxiety was avoiding eye contact. And after her lecturer realized this situation the lecturer sometimes said, "be relax" or tell stories that could motivate students. The statements of student 3 can be seen below

"Saya tidak akan melihat mata teman-temanku ketika saya berbicara di depan mereka. Tapi akan sangat efektif mengurangi kecemasanku apabila dosen memotivasiku ketika beliau menyadari kecemasanku."
"I do not want to look at my friends' eyes when I speak infront of them eventhough it decreases a little my anxiety. But it is really effective when my lecturer motivates me when I get anxious."

(The data from student 3 for question 7-10)

Avoiding eye contact during speaking in front of the public is one of common ways to lower students' anxiety. Furthermore, The lecturer gave good motivation for the students to relax.

4). Student 4

Student 4 had different strategy to deal with his anxiety.It was expressive reaction, smile, to mask his true feeling. Smile or laugh was used student 4 when he got anxious, especially, when he made mistakes.His lecturer also gave her motivation to lower student 4's anxiety. The statements of student 4 can be seen below

"Ketika saya cemas di dalam kelas, saya mencoba tersenyum untuk menyembunyikan perasaan cemasku. Hal ini sedikit membantu mengurangi kecemasanku. Dosenku selalu menyuruhku untuk rileks dan memberikanku motivasi meskipun cara ini hanya mengurangi sedikit kecemasanku."
"When I get anxious in the speaking class, I try to make fake smile to balance and hide my feeling. And it quiet works. My lecturer always asks me to be relax and motivate me to study but I still get anxious"

(The data from student 4 for question 7-10)

b. Low Level of Anxiety

1). Student 5

Student 5 coped his anxiety by practicing his speaking outside the classroom. He spoke English with his friends or chatted his friends by English. Besides, practicing his speaking in front of the mirror could decrease his anxiety during speaking in speaking class.

"Cara saya mengatasi kecemasanku adalah dengan banyak latihan di luar kelas. Berbicara menggunakan bahasa Inggris bersama teman-temanku atau mengirim pesan teks menggunakan bahasa Inggris. Sebelum tampil, saya juga selalu berbicara di depan cermin untuk mengurangi kecemasanku. Dosenku tidak memotivasi ketika saya cemas dan itu efektif"

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> "My strategy to deal with my anxiety is practicing my speaking outside the classroom. Speaking English with my friends or sending messages using English. Before I perform, I ususally pratice in front of my friends to decrease my anxiety. My lecturer motivates me when I get anxious and it is effective"
>
> (The data from student 5 for question 7-10)

2). Student 6

Student 6 had similiar strategy with student 5. It was practice her speaking in front of the mirror. Another strategies to deal with student 6's anxiety were motivating herself that she could do better than her friends and doing well prepared before she spoke in the classroom.

> *"Latihan adalah cara yang paling bagus untuk mengurangi kecemasanku. Biasanya saya latihan di depan cermin atau melakukan persiapan sebelum berbicara di kelas. Selain itu, saya terkadang memotivasi diriku untuk melakukan yang lebih baik dibandingkan teman-temanku."*
> "Practice is the best way to decrease my anxiety. Usually, I practice in front of the mirror or do a good preparation before I speak in my class. Besides, I sometimes motivate myself to do better than my friends"
>
> (The data from student 6 for question 7-10)

CONCLUSION

The results of this research show that the students of Islamic Business and Economy department in UIN Alauddin were at middle anxious. It was happened because eventhough English in Indonesia becomes second language acquisition, the students of Indonesia have learned and practiced English since the students were Elementary School. So the students were not really affected by anxiety. Furthermore, the causes of anxiety are lack of practice in English, lack of confidence to speak, unable to speak in front of public or class, and fear of negative evaluation of peers. The causes of anxiety are various in each student.

The effects of anxiety are decreasing motivation to speak in the classroom and affect performance in the classroom so students could not express their ideas when the lecturers forced to speak without preparation. Besides, losing motivation and interest in learning English because of anxiety lead the student' errors during speaking class.

Anxiety drive students stress and decrease motivation in learning or speaking English. Furthermore, anxiety has reduced students' interest in English so that it makes students are lazy to learn or speak English in the classrom. Besides, anxiety debiliitated his performance because they could not produce ideas when they had to speak without preparation.

Nevertheless, the students had their own strategies to deal with their anxiety, for example, keeping silent, avoiding eye contact, and smiling or laughing. Their lecturers also gave them motivation to speak English or told the story or jokes when they realized that their students got anxious.

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