

CHAPTER 1

INTRODUCTION

A. Background

Speaking is an interaction of thoughts, ideas, or feeling between two or more people. It is a productive part of the language learning process. The ability to speak a language is the product of language learning. It will be important for students in their daily life, for example: describing something, complaining to other and making conversation with foreign as the tool of commerce. By mastering speaking skill students will be able to communicate each other to build a good interaction. Speaking is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. However, speaking is not easy for the student.

The purpose of speaking is to communicate. Communication is the sending and receiving of messages or news between two or more people so that the message in question can be understood. Therefore, in order to convey the message effectively, the speaker must understand what will be conveyed or communicated. Through speaking students can give opinions, suggestions, and ask questions to someone or listeners verbally.

In addition, speaking is a very important skill that must be learned by students, students are asked to practice speaking English in everyday life, especially in class. Learning to speak will help students to get habits and fluency so that they can improve their speaking skills, because by

getting used to speaking will contribute greatly to improving students' ability to speak English.

In the context of speaking English, being able to speak to friends and even speak with foreigners, in their language which both of them understand is surely the goal of many learners of English. Yet, speaking in foreign language is very difficult and competence in speaking takes a long time to develop. However, the biggest problem of English learners face is to be able to speak English. Consequently, many reasons to take into consideration might be the lack of confidence in terms of anxiety about making errors as stated by Boonkit (2010). It can be stressful when they are expected to speak in the second or foreign language before fluency is achieved.

In psychology, Alrabai (2014) states that anxiety is a state characterized by the sensation of vague fear, nervousness, discomfort, and apprehension that is not linked to a specific cause or situation. Then, it can be assumed that anxiety related to fear, panic, and worry of person. The feeling of nervousness associated with language learning is termed as language anxiety. Other study found that there is a negative correlation between students' achievement and their anxiety.

Anxiety is defined as an unmanageable state that may impact negatively on a language learning setting. Although the learners bring many unique characteristics to the learning process, anxiety will cause stress when they cannot manage it (Sener, 2015).

Anxiety holds a big role in learning second or foreign language. It will bother students' ability to get successfully in learning language. Recent studies have further explored the impact of anxiety on language learning. Teimouri, Goetze, and Plonsky (2019) found that students with high levels of anxiety are more likely to avoid speaking activities and participation in class, which are critical for developing language proficiency. This avoidance behavior creates a vicious cycle where lack of practice lead to poorer performance, which in turn increases anxiety.

Moreover, research by MacIntyre and Gregersen (2021) highlights that anxiety can affect cognitive functions essential for language learning, such as memory and attention. When students are anxious, they may find it harder to concentrate, recall vocabulary, or process the grammatical structures, leading to mistakes and reduced confidence. This cognitive interference is a significant barrier to language acquisition, as it prevents student from fully engaging with the learning material.

As a student at the Muhammadiyah University of Parepare, the researcher looked at many occasions where many participants of experienced feelings of anxiety and discomfort when they tried to speak English. Their anxiety can interfere with their explanation and performance and also prevent them from succeeding in mastering speaking English. With regard to the statement above, the researcher interested in investigating the factors cause English language speaking anxiety among EESA's member.

B. Problem Statement

Based on the background above, the researcher formulated a research question which is “What factors that caused the EESA’s member anxiety in speaking English?”

C. Objective of the Research

Based on the problem statement, the objective of the research was to find out the factors that caused the EESA’s member anxiety in speaking English.

D. Significance of the research

This research expected to give practical benefits as follows:

- a. To the lecturers, to be able to classify students' anxiety in English speaking classes so they can establish the strategy to teach based on students problem in order the lecturer can help them to overcome students anxiety in speaking English.
- b. To the researcher, hopefully this study will give new knowledge to the researcher itself about Students’ Anxiety in Speaking English at EESA. This study will be done by the researcher as one of requirement on getting S1 Degree in English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Parepare.
- c. To the others, the researcher hopes this study will be useful as guidance of reference to the next researcher in students’ anxiety in speaking English at EESA and it can give contribution to the society.

E. Scope of the research

In this research, the researcher focused on the factors causing students' anxiety in English speaking classroom. The researcher will attempt to find out and analysis how students feel anxiety in speaking class. There are two factors of students' anxiety in English speaking classroom that will be focused in this research. They are external and internal factor. Because anxiety is considered as part of the factors that interfere with students in improving the performance of speaking English.

CHAPTER II

LITERATURE REVIEW

A. Some Related Research Findings

Risqi, (2021) this study showed that speaking anxiety inhibits students from speaking, which harms their oral skills. They have to be pushed to speak up more. For the curriculum, the speaking content should be revised to get a better result. The instruction of the oral speaking task should have more part in the class. The teacher takes more creative and innovative teaching media and methods in the learning process. The media is used by the students individually or in groups effectively. The students are also given some chances to deliver their ideas, so they feel free to speak up.

Ardhea, (2019) in her study aimed to describe about the factor cause students' anxiety in speaking and the students' strategies to cope the anxiety in speaking English. The result of this study described three factors that cause students' anxiety in speaking English. The first is self-perception of students that always feel English is difficult to learn and speak. The second factor is class condition of performance make students got anxiety when they speak in front of friends and teacher. The third in students' anxiety in speaking English is fear of making mistakes. The result of this study also found there are three strategies that students used to cope the anxiety in speaking English. The first is preparation, the second is positive thinking, the last is relaxation.

Selvi, (2019) the result of this research showed that mostly factors which caused the students anxiety in speaking English was difficult to adjust their accent

with the British and American accents. And followed by less of self-confidence, and the other factors was listener understanding, pronunciation, and friends' reaction. In this research, the researcher can conclude that British and American accent was the factor which mostly caused the students anxiety in speaking English.

Listiyaningsih, (2018) the result of her research was the most dominant factor of speaking anxiety was lack of preparation, and following by learner beliefs about language teaching, fear of making mistakes, afraid of classmates and personal and interpersonal anxiety. The researcher also found the strategies that used by students in reducing anxiety, those were preparation, peer seeking, positive thinking, avoided eye contact to audience, relaxation and resignation.

Ali (2017), in his research is aimed to find out the solution of the anxiousness phenomenon that always attacks the EFL Learners particularly in Indonesia. The problem is the students' anxiety in showing up their English skill. Shy, worrying of mistakes and avoiding friends laugh become the biggest problem in teaching English. Sometimes we found students who just keep silent and do not want to showing up. There are also the students who can speak fluently alone but when speaking in front they got problem to focus. This study is essentially implemented to see two important things related to the FLA, the first is to see what type of FLA is often perceived by the Good EFL Learners. Then based on the findings, this study is also directed to see how they deal with the FLA so that they can show a good performance in classroom learning.

Saputri, (2017), the result of this result showed that anxiety appeared during the IS performance as seen from its indicators. The most experienced type of speaking anxiety in the IS activity was a fear of negative evaluation, followed by communication apprehension and test anxiety. Those type of speaking anxiety were affected by four factors, namely cognitive factors, psychological factors, social factors, and physical factors.

B. Some Pertinent Ideas

1. The Concept of Speaking

Speaking is a fundamental skill in language acquisition that requires the ability to produce coherent and fluent speech in real-time interactions. It involves using speech to express other meanings to other people. It is the most essential way in which the speaker can express himself through the language. According to recent research by Derwing and Munro (2015) emphasize the important of pronunciation in speaking, nothing that intelligible pronunciation is crucial for effective communication.

a. Talk as interaction

It is an interactive communication which done spontaneous by two or more person. This is about how people try to convey the message to other people. The main intention in this function is social relationship.

b. Talk as transaction

Talk as transaction is more focus on message that conveyed and making others person understand what we want convey, by clearly and

accurately. In this type of spoken language, speaker 1 and speaker 2 usually focus on meaning or talking what their way to understanding.

c. Talk as performance

In this case, speaking activities is more focus on monolog better than dialog. The function of speaking as performance is happened at speeches, public talks, public announcements, retell story, telling story, classroom presentation and so on.

In the content above, the researcher concluded that in speaking there are some parts that need to be considered, namely talk as interaction, talk as transaction, and speaking as performance. Students are usually more anxious when they told to do activities or percentages orally compared to a normal percentage. but the practice of verbal communication must be familiarized so that the students' ability to do the presentation in the classroom is better and avoid feelings of anxiety and self-confidence.

2. Concept of Anxiety

According by Bourne (2010) anxiety is physiological, behavioral, and also psychological reaction all in one. On a physiological case, anxiety may include bodily reactions such as rapid heartbeat, muscle tension, queasiness, dry mouth, or sweating. On a behavioral case, it can sabotage the ability to act. Psychologically, anxiety is a subjective state of apprehension and uneasiness. In its most extreme form, it can cause people to feel detached from themselves and even fearful of dying or going crazy.

Besides that, problems associated with anxiety in language learning have been well proved. For example, in Horwitz, and Cope observed that in foreign language classes, anxious learners had difficulty in speaking and indiscriminating the sounds and structures of a target language message.

Anxiety has been considered a very negative factor in learning a foreign language especially in learning to speak the language. Horwitz say that anxiety is a major obstacle to be overcome in learning to speak another language". Speaking is a problem because the spontaneity allows the speaker no preparation time in which to monitor and correct what he or she wants to say, thus the risk of being wrong in an oral class is high. Students with anxiety will have difficulty concentrating and processing input in class and consequently the output of the language is negatively affected. They tend to withdraw from voluntary participation and are unwilling to take risks. They are apprehensive, worried and even fearful in the classroom such conditions interfere with learning and anxious students are thus deprived of many opportunities to practice the target language. Anxiety is therefore considered a major obstacle to developing language skills, and particularly speaking skills. When students are nervous, they tend to make more mistakes.

According to Elaine K. Horwitz, anxiety in the context of language learning is a specific and distinct form of anxiety that she refers to as "Foreign Language Anxiety" (FLA). This concept is essential in

understanding the emotional challenges faced by students in foreign language classrooms. Horwitz, along with her colleagues Michael B. Horwitz and Joann Cope, developed the Foreign Language Classroom Anxiety Scale (FLCAS), which has become a widely recognized tool for measuring anxiety levels among language learners. The FLCAS identifies three primary components of Foreign Language Anxiety:

a. Communication Apprehension

This aspect of anxiety involves the fear or nervousness associated with communicating in a foreign language. Students often experience apprehension due to difficulties in understanding or expressing themselves, leading to reluctance in participating in conversations.

b. Test Anxiety

Test anxiety refers to the fear of performing poorly in language assessments and evaluations. In the context of language learning, this anxiety is often intensified, as students may feel that their language abilities are being closely scrutinized, adding pressure to perform well.

c. Fear of Negative Evaluation

This component is characterized by the apprehension of being judged or evaluated negatively by peers and teachers. In a foreign language classroom, the fear of making mistakes or being misunderstood can be particularly acute, leading to heightened anxiety.

Horwitz emphasizes that Foreign Language Anxiety can have significant psychological and social impacts on learners. Psychologically, anxiety can create mental blocks, reducing students' self-confidence and causing them to avoid speaking or participating in class activities. Socially, this anxiety can hinder language acquisition, as students may be less willing to engage in the necessary practice and interaction required for language learning. Furthermore, the presence of high anxiety levels can negatively affect students' ability to process information and perform language-related tasks, such as speaking, listening, reading, or writing. As a result, even students with adequate knowledge and potential may underperform in a foreign language setting due to the debilitating effects of anxiety. Horwitz's concept of Foreign Language Anxiety underscores the importance of addressing emotional factors in language education to create a more supportive and effective learning environment.

From some statement above, the researcher concluded that the feelings of students in English speaking classroom can lead to confidence and concentration of students becomes lost, so that when students are nervous or anxious, they tend to make more mistakes. The more mistakes they make, the more nervous they are, and the less likely they are to do well in speaking skills.

a. Factors Make Students' Anxiety

Ernawati and Fatma (2012) there are two factors influence the students' anxiety that is the internal and external factors.

1. The internal factor

Regarding to internal factors consists of :

a) Fear of Mistake

Fear of making mistake is one of the primary factors contributing to speaking anxiety among students. This fear stems from concerns about being judged or ridiculed by peers, teachers, or native speakers. Recent studies emphasize the significant role of this factor in heightening anxiety levels. Lian and Budin (2019) found that students who are excessively worried about making mistakes and being negatively evaluated exhibit higher levels of speaking anxiety. This fear can lead to avoidance behaviors, where students might refrain from participating in speaking activities to prevent potential embarrassment.

In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the lecturer. Therefore, it is important for lecturers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

From some of the opinions above, the researcher can conclude that. When students experience fear of making mistakes, it is caused by feelings of students who are negative about things like they make mistakes when learning a language.

Their friends will laugh and be rate, so students lose enthusiasm to produce good language and prefer to be silent.

b) Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom. In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say.

This theory is also supported by the result of this research in which most students fail to perform the speaking performance at their best. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the students.

Researcher concluded that feeling ashamed of students when speaking English in class was very much experienced.

This problem is very dangerous in producing language especially for students who are learning English.

c) Lack of Confidence

According to Cubukcu (2007), an anxious' students will performance unsuccessfully in his/her foreign language learning. In other way those who good in language class are they with little anxiety. It is means lack of self confidences is one of important factors needed to be concerned, because it is determined to one successful learning.

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. In response to this, MacIntyre and Gregersen (2012) highlighted that students with lower self-confidence in their language skills tend to experience higher levels of anxiety. This shows that building students' confidence is an important part of lecturer's focus of attention. This means that the lecturer should also learn from both theories and practical experience on how to build the students' confidence.

In the opinion above, the researcher concluded that the problem of lack of confidence in students could result in students becoming easily frightened when told to come forward by the lecturer and causing students to just be silent not to dare to produce language. This factor is very dangerous to improve student language performance. Where the lecturer must also play an important role in overcoming this problem.

d) Lack of Motivation

It is mentioned in the literature that motivation is a key to students' learning success (Songsiri, 2007). In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2008) further adds that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students motivation to learn is urgent for every lecturer.

The above opinion can be concluded that, the lack of motivation of students also influences performance in learning English in students. Where student learning motivation greatly influences student performance in producing language. The

weakness of student learning motivation results in the weak language produced by students, while high motivation will cause students to be enthusiastic to learn English more actively, especially speaking in class.

2. The external factor

Regarding to the external factors consists of :

a) Embarrassment

In learning second foreign language, embarrassment become one of the factors contributing students' anxiety. The expert above explained that learning speaking a second foreign language entails possibility of embarrassment (Kessler, 2010). Thus, embarrassment factors need to be alarmed in learning language.

In the above statement, the researcher concluded that embarrassment makes students not feel comfortable when speaking in class. This can make the concentration of students disturbed so they cannot produce the correct language. In the world of education to be able to communicate fluently, students must be confident in any situation.

b) Limited vocabulary

Those sentences showed one's difficulty in regarding vocabulary (Tanveer, 2007). However limited vocabulary might hindered the process of learning language. Thus limited

vocabulary should be noted as one of factors contributing anxiety.

The researcher concluded that the lack of vocabularies in learning English interfered in the process of speaking English, because a student had no vocabulary, they would have difficulty communicating. Because vocabulary is the first key in mastering English. People who don't have a lot of their vocabulary will have difficulty producing language.

c) Grammatical error

Grammatical accuracy is often emphasized in language learning, and the students are typically aware of the importance of correct grammar in effective communication. research by Horwitz (2017) highlights that students who place a high importance on grammatical accuracy are more likely to experience speaking anxiety. The change in the perceived role of the first language began with the observation that the number of errors in the second language performance that could be attributed to first language influence was far smaller than had been imagined previously.

The statement above can be concluded that, the occurrence of a grammatical error in communication can be caused by the habit of using the first language so that when trying to use a second language will result in a person's concentration is low

and cause communication performance using a second language becomes stiff. In the world of education, especially in Indonesia, there are often grammatical errors experienced by students where English becomes their second language.

d) Friends/classmates

Classmate are also having important role in learning language. Yet, friend often make anxious situation makes learners feel nervous and uncomfortable when they speak. Feeling uncomfortable when being stared at by other students while speaking is one of anxiety sources which commonly experienced by language learners. According to Tsilapkides (2009) fear of negative evaluation from peers was common factor appeared in language learning. Yet, even it was a natural sense, classmate still become factor contributing student anxiety in learning process.

Researcher concluded that besides friends, they could help train students to speak English. Classmates can also have a negative influence in learning languages. Examples in language classes, when students do presentations in class. Sometimes students feel anxious to start talking because they are afraid that if they make mistakes their friends will laugh at them and make fun of them.

e) Lack of preparation

Many previous studies stated that preparation become one of major factors that make students anxious, Liu (2006) also mention ‘preparation’, in their top list how to overcome anxiety, hence, it is obvious that lack of preparation become one of the issues contributing students’ anxiety in speaking class.

b. Factors Associated with Foreign Language Anxiety

1. Self-Perceptions

According to Horwitz, perhaps no other field of study poses as much of a threat to self-concept as language study does. This self-concept forms the basis of the distinction, made by Horwitz between language anxiety and other forms of academic anxieties. They posited, the importance of the disparity between the ‘true’ or ‘actual’ self as known to the language learner and the more limited self as can be presented at any given moment in the foreign language would seem to distinguish foreign language anxiety from other academic anxieties such as those associated with mathematics or science.

The term self-esteem has been used in much the same meaning as self- concept and has been found to be strongly linked with language anxiety. This is what causes anxiety in a lot of people. People with low self-esteem worry about what their peers

think; they are concerned with pleasing others. And that I think has to do a great degree with anxiety. Individuals who have high levels of self-esteem are less likely to be anxious than are those with low self-esteem.

In the above statement, the researcher concluded that, each individual has a different level of self-esteem. When students appear in the EFL class, the student tends to be anxious, afraid, shy and causes the student's performance to be disturbed in conveying what he knows, because what he thinks is the impact of negative thoughts from friends who previously experienced anxiety.

2. Learners' Beliefs about Language Learning

As language learning poses a threat to learners' self-concept, in response learners may generate some particular beliefs about language learning and its use. Research on language anxiety suggests that certain beliefs about language learning also contribute to the student's tension and frustration in the class by Horwitz. Such beliefs have been found to cast a considerable influence upon the ultimate achievement and performance in the target language. The researchers use terms such as erroneous or irrational to indicate certain widely held beliefs about language learning noted that a number of beliefs derived from learner's irrational and unrealistic conceptions about language learning, such as 1) some students believe that accuracy must be sought before saying

anything in the foreign language, 2) some attach great importance to speaking with excellent native or first language like accent, 3) others believe that it is not ok to guess an unfamiliar second/foreign language word, 4) some hold that language learning is basically an act of translating from English or any second/foreign language, 5) some view that two years are sufficient in order to gain fluency in the target language, 6) some believe that language learning is a special gift not possessed by all. These unrealistic perceptions or beliefs on language learning and achievement can lead to frustration or anger towards students' own poor performance in a second/foreign language. According to Young erroneous beliefs about language learning can contribute greatly to creating language anxiety in students. In his review of literature on language anxiety, Ohata (2005) explained that unrealistic beliefs can lead to greater anxiety and frustration, especially when the beliefs and reality clash. He elaborates that if the learners start learning second or foreign language with the belief that pronunciation is the single most important aspect of language learning, they will naturally feel frustrated to find the reality of their poor speech pronunciation even after learning and practicing for a long time. These beliefs are most likely to originate from learners' perfectionist nature. The perfectionist learners like to speak flawlessly, with no grammar or pronunciation errors, and as easily as the native speaker – these

high or ideal standards create an ideal situation for the development of language anxiety.

Researcher can conclude that students are more confident in using the first language than using a second language (EFL) in the learning process of speaking English. Because students have high anxiety when they use a foreign language that is not controlled by them. What they think is that foreign language skills that are less likely to have a negative impact on their peers who have a higher ability than them.

3. Instructors Beliefs about Language Teaching

Just like learners' beliefs about language learning, some instructor's beliefs about language learning and teaching have also been found to be a source of anxiety. The researchers also reported that students realize that some error corrections are necessary but they consistently report anxiety over responding incorrectly and looking or sounding 'dumb' or 'inept' Koch and Terrell, Horwitz, realizing this phenomenon, stated that the problem for the students is not necessarily error correction but the manner of error correction when, how often, and most importantly, how errors are corrected. In addition to error correction, some instructors have been reported not to promote pair or group work in fear that the class may get out of control, and think that a lecturer should be doing most of the talking and teaching, and that their role is more

like a drill sergeants' than a facilitator's; these beliefs have been found to contribute to learner's language anxiety. Recognition or awareness of these beliefs by both the learners, as well as the lecturers, is essential for effective alleviation of language anxiety in learners.

4. Classroom Procedure

Different activities in the classroom procedure, particularly ones that demand students to speak in front of the whole class, have been found to be the most anxiety provoking. For instance, in Horwitz found that more than half of their subjects in their Natural Approach classes(a language teaching method specifically designed to reduce learner's anxiety) expressed that giving a presentation in the class, oral skits and discussion in large groups are the most anxiety-producing activities. They also found that students get more anxious when called upon to respond individually, rather than if they are given choice to respond voluntarily. In addition, students were found to be more relaxed speaking the target language when paired with a classmate or put into small groups of three to six than into larger groups of seven to fifteen students. Similarly, Young found that more than sixty-eight percent of her subjects reported feeling more comfortable when they did not have to get in front of the class to speak.

From some of the opinions above the researcher concluded that in foreign language learning educators must act as motivators when there are students who make mistakes so that students are not too worried when they make mistakes when the percentage in class. Students are happy when responding to something with their own volition rather than having to be told by the lecturer to respond to something.

c. Anxiety as a Normal Emotion

Anxiety is a normal emotional reaction that is experienced sometimes by everyone. Everyone feels anxious now and then. It's a normal emotion. Many people feel nervous when faced with a problem at work, before taking a test, or making an important decision.

At the most basic level, anxiety is an emotion. Simply stated, an emotion is a subjective state of being. It is often associated with changes in feelings, behaviors, thoughts, and physiology. Anxiety, like all emotional states, can be experienced in varying degrees of intensity. For instance, we might say we are happy. But unlike the emotion "happiness," which has several different words to convey these differing levels of intensity (intensity ranging from happiness to joy), anxiety is a single word that represents a broad range of emotional intensity. At the low end of the intensity range, anxiety is normal and adaptive. At the high end of the intensity range, anxiety can become pathological and maladaptive. While everyone experiences anxiety,

not everyone experiences the emotion of anxiety with the same intensity, frequency, or duration as someone who has an anxiety disorder. Subjectively, it is experienced as a negative affective state most often accompanied by physiological arousal, which occurs in response to perceptions of threat or anticipation of harm. As a normal emotional reaction, anxiety fluctuates according to the situation, increasing when threat is perceived and decreasing when the threat disappears. The primary function of anxiety reactions is to prepare the person to respond adaptively to the threat.

Adaptive anxiety or anxiety as a normal emotion may be considered a useful emotion that leads to survival strategies. In this sense, anxiety is a normal emotion that occurs when an individual copes with a potentially dangerous situation, constituting a mechanism for alertness or alarm. In this case, the symptoms of anxiety, which are identical to the pathological condition, disappear once the stressful stimulus disappears. Meanwhile, in most cases, it leads to coping with the emergency situation. As the best strategy is chosen, the probability of ensuring survival increases.

Researchers concluded the statement above that not always the anxiety experienced by each person is something negative, that is something that is normal for most people. not everyone experiences emotional anxiety with the same intensity, frequency, or duration as someone who has an anxiety disorder. Subjectively, it is experienced

as a negative affective state most often accompanied by physiological arousal, which occurs in response to threat perception or anticipation of danger. On the other hand, feelings of anxiety can benefit others or can actually be harmful to others, depending on how someone uses the situation experienced by the person.

d. The Symptoms of Anxiety

The anxiety and worry are associated with several symptoms of arousal or distress, at least some of which are present more days than not for a period of six months or longer. Further, distinguishing pathological worry, as it appears in generalized anxiety disorder, from normal worry is that frequency, intensity, duration of the worry and associated anxiety are far in excess to the actual probability or impact of the feared event and that the worry is experienced as difficult to control. The lifetime prevalence rate for generalized anxiety disorder is approximate 5%.

Recent theories of generalized anxiety disorder have attempted to provide functional accounts for the presence of the excessive worry. For example, active worrying has been found to decrease spontaneous aversive emotional imagery and is associated with a dampening of physiological arousal. Accordingly, it has been suggested that some individuals may adopt worry as a strategy to regulate their anxiety.

Anxiety is a survival instinct that has evolved over millions of years in order to protect us. It is a series of reflexes and responses that

affect our mind and body as we become prepared to avoid or deal with dangerous situations. You are scared, your senses are heightened. Your sight and hearing have become more sensitive, able to pinpoint the slightest movement or sound. Your breathing and heart beat have become more rapid, you feel light headed and dizzy, want to go to toilet or throw up, your limbs feel shaky and your whole body is now charged with energy, full of anxiety, ready to fight or flee, possibly for your life.

Furthermore, according to Nur the students conditions like looking face, looking foolish. As result of anxious feeling of afraid at making mistakes may end in the situations where they do not want to speak anymore, particularly by using English. Anxiety is general symptoms that can be rooted in previous failure, being afraid to ankle mistakes to be citizen, being afraid to lose face or lack of self-confidence. This can block the students performance in speaking inside and outside classroom.

Get anxious in certain situations is normal, everyone does. Most people even experience increased anxiety frequently. Things like tests, interviews, public speaking, dating and competitive sports can make anyone pretty anxious. Rachman divided anxiety in three parts there are:

1. Anxiety protects us in two main ways

- a) It helps to prepare our body for action, making us more alert and ready to fight or flee from any imminent threat to our survival. This is responsible for the direct physical sensations (such as rapid heartbeat, fast breathing, being jittery and on-edge, trembling etc.) that we feel when anxious. In real danger we can go from being totally relaxed to extremely anxious in an instant which is panic.
- b) It causes us to plan ahead for any potential dangers and how to deal with them-an excellent survival strategy (it's better to deal with a danger or avoid it before we get into the situation) but an unfortunate effect of this is that we can get anxious/nervous just thinking about situations.

From the statement above, the researchers concluded that, anxiety is a survival instinct that has evolved over millions of years to protect us. This is a series of reflexes and responses that affect our minds and bodies as we prepare to avoid or face dangerous situations. You are afraid, your feelings increase. Your vision and hearing become more sensitive, able to show a little movement or sound. Your breathing and heart rate have become faster, you feel light and dizzy, want to go to the toilet or vomit, your limbs feel shaky and your whole body is now filled with energy, full of anxiety, ready to fight or escape. For

a student when experiencing anxiety when learning a foreign language, the feeling must be prevented and must be avoided in order to get good results when they study in English speaking classroom.

2. Symptoms associated with anxiety

Anxiety can cause a large range of symptoms that affect our body, mind and behavior.

a) Body

- 1) Our heartbeat speeds up and breathing becomes faster and more shallow. This may lead to feelings or tightness across the chest.
- 2) We start to feel shaky, dizzy and light-headed; our legs feel like jelly and we often start to sweat.
- 3) The mouth feels dry and it becomes hard to swallow.
- 4) We might feel sick, our stomach churning
- 5) And need toilet more often.

b) Mind

- 1) We may feel frightened (for no apparent reason) and begin to worry about things more and more.
- 2) Or start to believe that we are physical ill, having a heart attack or stroke, or going mad.
- 3) We may feel that other people are looking us more.

4) And worry that we may lose control or make a fool of ourselves in front of others.

5) Often there is an overwhelming urge to escape and get to a safe place

c) Behavior

Depending on what we find stressful

1) We may begin to make excuses to avoid going out or doing certain things.

2) And rush out of places or situations where we feel anxious.

3) Often we start to avoid things and situations that make us feel anxious.

4) And may have a drink or take a tablet before doing something we find stressful.

In the content above, the researcher concluded that, the symptoms that occur when a person experiences feelings of anxiety are able to affect the body, such as the speed of our heart rate and breathing becomes faster and shallower. This can cause feeling of tightness in the chest. next thought, like we may feel that other people pay more attention to us and worry that we might lose control or fool ourselves in front of others. And behavior, like depending on what we find full of pressure. We might start making excuses to avoid going out or doing certain things.

C. Conceptual framework

The illustration of possible factors causing language anxiety of students in classroom is described below:

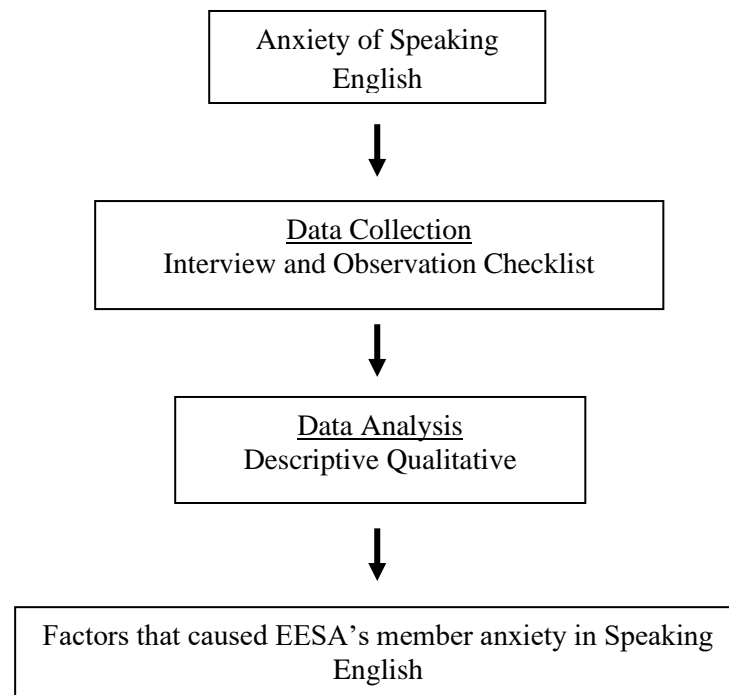


Figure 2.1 Conceptual Framework

Based on the conceptual framework, the researcher held the interviewed and observation checklist to collected the data and used descriptive research to analyze the factors that are caused EESA's member anxiety to speak English.

CHAPTER III

RESEARCH METHOD

A. Research design

The researcher conducted descriptive qualitative research, because the researcher found out the data at the field on the fact of students' speaking anxiety at English learning classroom. Ari (2010) state that basic qualitative study also called basic interpretative study by some, provide rich descriptive accounts targeted to understanding a phenomenon, a process, or a particular point of you from perspective of those involved. The researcher used this research design because the researcher analyzed the factors of students' speaking anxiety in English learning classroom.

B. Participant of the research

English Education Students Association as known as EESA is an association of English department students of the University Muhammadiyah of Parepare. This association is the container of humanitarian development and human resources specifically at the level of the department. The administrator for the current period of this organization is called EESA's member and the participants of this research is some of them.

C. Instrument of the research

In this research, the researcher used interview and observation checklist because the researcher did not involve in the teaching in learning process. The researcher will observe the students' anxiety during speaking

that collect the data and analysis them with use an observation checklist and interview. This research engages with the member of English Education Student Association in speaking.

D. The procedure of collecting data

In gathering the data in field, the researcher did some steps. First, before researcher collecting the data the researcher asked permission to the lecturer. Second, during the observation process the researcher did the checklist process and taking note for all of the students do when they speaking English. Third, the researcher did interview, the researcher asked some questions to the students related to indicators of anxiety factor. The researcher used Indonesian language in doing interview in order to make participant is easy in understanding the interview question and to avoid misunderstanding and reinforcing the information. Besides, by interviewing the students, researcher could complete the information which researcher did not got by doing observation. It should be done to make sure the researcher got all of information related to what researcher want.

E. Technique of data analysis

After the data collected through observation checklist and interviews the data processed or analyzed by the researcher. Wiersma (2009), explained that data analysis in qualitative research is a process of categorization, description, and synthesis. In short, data analysis is a systematic process for analyzing the data that has been collected. To

analyze the data, the researcher used qualitative. Sugiyono (2012) stated that there are three activities to analyze the data in qualitative research, namely data reduction, data presentation, and drawing conclusions or verification.

1. Data Reduction

In conducting research, researcher got a lot of data. Therefore, researcher selected data that provide valuable information in the study. So initially, the researcher did the reduction to analyze the data. Based on the concept of data reduction, data reduction in this study was chosen by identifying Indonesian Students' Perception on Communication Language and Cultural Study in the International Credit Transfer Program.

2. Data Display

At this stage, the sustainability measures are categorized as reduced data based on the type of respondent. The presentation of data is presented in the form of tables, graphs, pictograms, or by narrative tests. It aims to facilitate researcher in analyzing data.

3. Conclusion and Verification

The last stage of qualitative data analysis according to Sugiyono (2012) is drawing conclusions and drawing/verification. In this study, the researcher reviewed the description in the data display and reach some conclusions about the relationship between the data and the problem formulation. This verification aims to ensure that the

conclusions drawn in this study are still in accordance with the research objectives.

Briefly, the steps in analyzing the data are: (1) the researcher collected data through observation, interviews, and documentation. Then the researcher selected, identified and focused the data with reference to the formulation of the research problem. (2) After selected the data, the researcher displayed the transcript data in the form of a good narrative or sentence. 3) Next, conclusions drawn.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The finding in this research shows the factors that caused EESA's member anxiety in speaking English. The data was collected on Thursday, April 20th 2023 through observation checklist and interview. Based on the result of data collection there are some factors caused EESA's member anxiety in speaking English.

Table 4.1 Matrix of observation checklist

No.	Observation Case	Result							
		R 1		R 2		R 3		R 4	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Students are afraid when they speak wrong English	✓		✓		✓		✓	
2	Students feel shy when speaking English in front of the class	✓		✓		✓			✓
3	Students feel very confident when speaking English in front of the class		✓		✓		✓		✓
4	Students have high motivation in speaking English	✓		✓		✓		✓	
5	Students look scared when their friends laugh at their mistakes in speaking English		✓		✓		✓		✓
6	Students feel anxious when their friends correct the mistakes they made when they speak English		✓		✓		✓		✓
7	Students have sufficient		✓		✓		✓		✓

	vocabulary								
8	Students experience difficulty in pronouncing certain words	✓		✓		✓		✓	
9	Students use the perfect grammar		✓		✓		✓		✓
10	Students feel nervous talking when their friends are watching	✓		✓		✓			✓
11	Students have sufficient preparation		✓		✓		✓		✓

This observational data is very helpful for this research. According to the table above, it shows that several key factors contribute to students' anxiety when speaking English. The fear of making mistakes is prominent among all students. This fear creates a significant barrier to their confidence, as they worry about the potential errors they might make. A lack of sufficient vocabulary further exacerbate their anxiety. The data indicates that most students does not have an adequate vocabulary, there are instances where specific vocabulary gaps can lead to increased nervousness. Additionally, grammatical errors are a notable concern. Some students struggle with correct grammar usage, which can lead to heightened self-consciousness and fear of making mistake. Another factor is the lack of adequate preparation. The data shows that students generally have not enough preparation, any perceived inadequacy in their preparation can still contribute to their anxiety. Low confidence levels are a significant issue. Many students lack confidence when speaking English making it challenging for them to feel at ease. Building on the insights gathered from the observation checklist, which highlighted key factors influencing students' anxiety in speaking English, I

conducted interviews to delve deeper into their personal experiences and perceptions. You can see the data below, which provide a richer, more detailed understanding of the challenges identified in the checklist data, allowing for a more comprehensive analysis of students' difficulties.

1. Fear of making mistake

Fear of making mistakes was the first factor that found in this research. Fear of making mistake is internal factor that caused students anxiety in speaking. They were afraid to making mistakes because their limited English proficiency. Being afraid to making mistakes in grammar and pronunciation were the most checked reason which made them anxious in their speaking performance. The following statement shows the anxiety of EESA's member in order to speak English:

Respondent 1

"Iye kak, takutka salah ucap".

"Yes, I'm afraid of mispronunciation".

Respondent 2

"Iye, ketika saya salah dalam berbahasa Inggris saya merasa takut untuk berbicara kedua kalinya".

"Yes, when I am wrong in speaking English I feel afraid to speak in the second time".

Respondent 3

"Kalau saya kak takutka salah pengucapan atau salah grammar".

"I'm afraid of mispronouncing or making grammar mistakes".

Respondent 4

"Untuk ketakutan tentu ada kak, entah itu takut salah grammar juga kadang takut lain yang ingin disampaikan lain juga yang keluar dari mulut".

“Of course I have a fear, whether it’s a fear of grammatical errors or sometimes the fear of mistaken what I want to convey is different of what will come out of my mouth”.

From the statement above, the researcher found the first factor that caused the respondents feel anxiety in speaking English which is fear of making mistake because they do not know how to pronounce the word correctly and also they are afraid of making grammar mistake. This factor directly related to the Horwitz’s (1986) concept of anxiety in fear of negative evaluation aspect. The anxiety stems from the concern that mistakes will lead to negative judgments from peers, teachers, or listeners. The researcher concluded that one of the factors caused EESA’s member anxiety in speaking English which is fear of making mistake.

2. Lack of self-confidence

The second factor that caused EESA’s member anxiety in speaking English is lack of self-confidence. Lack of confidence is internal factor that caused students anxiety in speaking. The following statement shows the anxiety of EESA’s member in order to speak in English:

Respondent 1

“Iye kak, saya takut membuat kesalahan itu membuat saya kurang percaya diri karena dengan membuat kesalahan di depan umum saya mungkin ditertawai oleh banyak orang”.

“Yes, I am afraid of making mistakes that makes me less confident because by making mistakes in public I might be laughed by many people”.

Respondent 2

“Iye, ketika saya salah dalam berbicara bahasa Inggris saya merasa takut untuk berbicara kedua kalinya dan membuat saya kurang percaya diri untuk berbicara di depan umum”.

“Yes, when I am wrong in speaking English I feel afraid to speak in the second time and it makes me less confident to speak in public.”.

Respondent 3

“Saya masih merasa gugup dalam berbicara bahasa Inggris hal ini yang membuat saya kurang percaya diri untuk berbicara didepan banyak orang”.

“I still feel nervous in speaking English, which makes me less confident to speak in front of many people”.

Respondent 4

“Saya merasa kurang percaya diri untuk berbicara didepan umum karena saya merasa gugup dan mungkin karena kurang pembiasaan”.

“I feel less confident about speaking in public because I feel nervous and maybe because of lack of habituation”.

From the statements above, the researcher found the second factor that caused the respondents feel anxiety in speaking English which is lack of self-confidence because they are afraid to make mistake and feel nervous to speak in public. It's primarily relates to communication apprehension aspect in the concept of anxiety by Horwitz (1986). Students with low self-confidence often feel anxious about their ability to effectively communicate in the target language, leading to a fear of engaging in conversations or speaking in front of others. So, the researcher can conclude that one of the factors caused EESA's member anxiety in speaking English which is lack of self-confidence.

3. Lack of preparation

The third factor that caused EESA's member anxiety in speaking English is lack of self-preparation. Lack of preparation is external factor that caused students anxiety in speaking. The following statement shows the anxiety of EESA's member in order to speak in English:

Respondent 1

“Iye kak, karena tanpa persiapan, saya sering merasa panik dan sulit untuk fokus pada apa yang ingin saya sampaikan”.

“Yes, because without preparation, I often feel panicked and difficult to focus on what I want to say”.

Respondent 2

“Iye, saya merasa tertekan karena tidak memiliki kepercayaan diri jika tidak mempersiapkan diri dengan baik”.

“Yes, I feel pressured because I do not have the confidence if I do not prepare myself well”.

Respondent 3

“Iye, karena saya khawatir jika kurang persiapan saya tidak dapat menyampaikan ide-ide saya dengan jelas dan membuat orang lain tidak mengerti apa yang saya maksud”.

“Yes, because I am worried if I am underprepared I will not be able to convey my ideas clearly and make others do not understand what I mean”.

Respondent 4

“Iye kak, saya merasa sangat tertekan jika kurang persiapan karena saya takut terlihat bodoh di depan orang lain”.

“Yes, I feel very depressed if I am underprepared because I am afraid of looking stupid in front of others”.

From the statements above, the researcher found the third factor that caused the respondents feel anxiety in speaking English which is lack of preparation because they feel difficult to focus, they feel difficult to convey the ideas clearly, and they are afraid of looking stupid in front of others. This can be associated with both test anxiety and communication apprehension aspect in Horwitz's (1986) concept of anxiety. A lack of preparation can cause students to feel anxious during oral assessments (Test Anxiety) and during spontaneous conversations or presentations (Communication Apprehension). The researcher can conclude that one of the factors caused EESA's member anxiety in speaking English which is lack of preparation.

4. Limited vocabulary

The fourth factor that caused EESA's member anxiety in speaking English is limited vocabulary. Limited vocabulary is external factor that caused students anxiety in speaking. The following statement shows the anxiety of EESA's member in order to speak in English:

Respondent 1

"Iye kak karena ketika kita tidak menguasai kosakata itu kita tidak dapat berbicara Bahasa Inggris dengan lancar dan benar".

"Yes, because when we do not master the vocabulary we cannot speak English fluently and correctly".

Respondent 2

"Berpengaruh kak, saya merasa sangat cemas karena saya sering kehabisan kata-kata saat berbicara dalam bahasa Inggris".

"It is affected, I feel very anxious because I often run out of words when speaking in English".

Respondent 3

"Iye, sangat berpengaruh kak, kadang Saya merasa cemas karena sering kali saya harus berhenti sejenak untuk mencari kata yang benar dalam bahasa Inggris".

"Yes, very influential, sometimes I feel anxious because I often have to pause to find the correct word in English".

Respondent 4

"Sangat mempengaruhi kak, jika saya tidak tahu banyak kosakata, saya merasa tidak bisa mengekspresikan diri dengan baik orang lain".

"It really affects me, if I do not know a lot of vocabulary, I feel like I cannot express myself well".

From the statements above, the researcher found the fourth factor that caused the respondents feel anxiety in speaking English which is limited vocabulary because they cannot express their idea if they do not have enough vocabulary. This is mostly related to communication apprehension aspect in the

concept of anxiety of Horwitz (1986). When students feel they don't have the necessary vocabulary to express themselves clearly, they may become anxious about participating in conversations. So, the researcher can conclude that one of the factors caused EESA's member anxiety in speaking English which is limited vocabulary.

5. Grammatical error

The fifth factor that caused EESA's member anxiety in speaking English is grammatical error. Grammatical error is external factor that caused students anxiety in speaking. The following statement shows the anxiety of EESA's member in order to speak in English:

Respondent 1

"Iye kak, saya sangat khawatir karena tata bahasa saya sering salah, dan saya takut orang lain tidak akan mengerti apa yang saya maksud".

"Yes, I am very worried because my grammar is often wrong, and I am afraid that others will not understand what I mean."

Respondent 2

"Tentu saja, saya selalu cemas kalau-kalau saya menggunakan tense yang salah, terutama saat berbicara spontan".

"Of course, I am always worried that I'm using the wrong tense, especially when speaking spontaneously."

Respondent 3

"Saya selalu merasa cemas tentang grammar karena saya sering ragu apakah saya sudah menggunakan kata yang tepat sesuai dengan konteks".

"I always feel anxious about grammar because I often doubt whether I have used the right word according to the context".

Respondent 4

"Iye, saya takut membuat kesalahan grammar, karena saya tahu itu bisa membuat saya terlihat tidak profesional".

“Yes, I am afraid of making grammar mistakes, because I know it can make me look unprofessional”.

From the statements above, the researcher found the fifth factor that caused the respondents feel anxiety in speaking English which is grammatical error because they feel afraid if the audiences do not understand what they mean and they feel afraid to look unprofessional. This concern can be linked to fear of negative evaluation aspect in Horwitz's (1986) concept of anxiety. Students who are worried about making grammatical mistakes might fear being judged or criticized by others, leading to anxiety. The researcher can conclude that one of the factors caused EESA's member anxiety in speaking English which is grammatical error.

In conclusion, the main factors causing EESA members' anxiety in speaking English are fear of making mistakes, lack of self-confidence, lack of preparation, limited vocabulary, and grammatical errors. These factors align with Horwitz's dimensions of Foreign Language Anxiety and highlight the need for targeted interventions to address these concerns and support effective language learning.

B. Discussion

In this part, the researcher focuses on discussing the result of the data that had been collected through observation checklist and interview which were related to several previous studies in line with this research.

1. Fear of making mistake

The data in finding shows that the first factor that caused EESA's member anxiety in speaking English is fear of making mistake. Fear of making mistake is internal factor that caused students anxiety in speaking, this finding is in line with the theory from Ming-yueh Shen and Tzu-yen Chiu (2019) found that phsycological problems such as nervousness and fear of making mistakes are primary reasons for English speaking difficulties among EFL Learners. Successful learners often overcome these issues by using various strategies like repeated practice and participating in social activities.

2. Lack of Confidence

The data in finding shows that the second factor that caused EESA's member anxiety in speaking English is lack of confidence. Lack of confidence is internal factor that caused students anxiety in speaking, this finding is in line with the theory from Cubukcu (2007) that an anxious student is likely to perform poorly in their foreign language learning, whereas those who excel in language classes tend to experience little anxiety. This suggests that self-confidence is a crucial factor that influences successful learning outcomes. This indicates that building students' confidence should be a key focus for lecturers. Therefore,

lecturers should draw on both theoretical knowledge and practical experience to effectively boost students' confidence.

3. Lack of Preparation

The data in finding shows that the third factor that caused EESA's member anxiety in speaking English is lack of preparation. Lack of preparation is external factor that caused students anxiety in speaking, this finding is in line with the theory from Liu (2006) mentions "preparation" as a top strategy for overcoming anxiety. Therefore, it is clear that a lack of preparation is one of the key factors contributing to students' anxiety in speaking classes.

4. Limited Vocabulary

The data in finding shows that the fourth factor that caused EESA's member anxiety in speaking English is limited vocabulary. Limited vocabulary is external factor that caused students anxiety in speaking, this finding is in line with the theory from Eda Tasyi (2015) stated that one of the causes of students' anxiety is their limited vocabulary. This limitation often leads to anxiety when students attempt to communicate but struggle to use the vocabulary they possess.

5. Grammatical Error

The data in finding shows that the fifth factor that caused EESA's member anxiety in speaking English is grammatical error. Grammatical error is external factor that caused students anxiety in speaking, this finding is in line with the theory from Susi Damaiyanti (2021) state that students frequently commit grammatical errors such as the misuse or misplacement of parts of speech when speaking English. The perception of the first language's role changed when it was

observed that the number of second language performance errors attributed to first language influence was much smaller than previously thought. This suggests that grammatical errors in communication can stem from the habit of using the first language, leading to low concentration and resulting in stiff communication performance in the second language. In the context of education in Indonesia, students often experience grammatical errors since English is their second language.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion and suggestion based on the previous chapter.

A. Conclusion

Based on the findings and discussion, the researcher draws conclusion that speaking anxiety among members of the English Education Students Association (EESA) Universitas Muhammadiyah Parepare is influenced by multiple factors. The predominant causes of anxiety include the fear of making mistakes, particularly in grammar and pronunciation, and a general lack of self-confidence. Students' anxiety is exacerbated by insufficient vocabulary, which hinders their ability to express ideas clearly and confidently. The lack of adequate preparation for speaking tasks further contributes to heightened anxiety, as students feel less capable of performing well when unprepared. Concerns about grammatical errors also play a significant role. Many students worry about using incorrect tenses or sentence structures, which can lead to misunderstandings or a sense of inadequacy. This preoccupation with grammatical accuracy often distracts students from effectively communicating their ideas. These findings highlight the complexity of speaking anxiety, suggesting that it is not only a linguistic issue but also a psychological one.

B. Suggestions

Based on the conclusions above, the researcher would like to make a number of suggestions for making it better than the researchers. The researchers put forward some suggestions as follows:

1. For Lecturer

The lecturer is expected to find out the solution of factors that make the students feel anxiety in speaking English, thus later the students can feel comfortable to express their idea.

2. For the Future Researcher

The researcher suggests to the future researcher to conduct further research to find out what another strategies are more helpful for the students decreasing the students anxiety in speaking English and use this study to be additional reference.

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