



E-ISSN: 2621-9158
P-ISSN: 2356-0401

STUDENTS' ANXIETY IN SPEAKING ENGLISH IN THE CLASSROOM

I Dewa Ayu Anom Budayanti*, I Gede Yoga Permana, Nyoman Canestra Adi Putra

English Language Education, STKIP Agama Hindu Singaraja, Indonesia.

*Correspondence:

dewayuanom3@gmail.com

Submitted: 19 July 2023
Approved: 15 September 2023
Published: 25 September 2023

Citation:

Budayanti, I. D. A. A., Permana, I. G. Y., & Putra, N. C. A. (2023). Students' anxiety in speaking English in the classroom. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 10(2), 108-120. .Doi: 10.22219/celtic.v10i2. 28039

ABSTRACT

The purpose of this study is to determine the level of students' anxiety as well as the elements that contribute to their anxiety when speaking in English. This survey study employed the FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire by Horwitz et al. (1986) and interviews. Sixty students were chosen as the sample of the study. The results showed 20% of participants feel very anxious, 42% feel anxious level, 23% feel mild anxious, 8% feel relaxed, 5% feel very relaxed. In the interview, the types of language anxiety indicators were also identified. The results show that fear of negative evaluation and feeling insecure were the major causes of students' anxiety. This study implied that anxiety could become a driving factor that leads students to be passive and make no effort to speak English in the classroom. Teachers are encouraged to address students' anxiety in order to help students overcome their anxiety.

Keywords: *Anxiety; English; Speaking*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui tingkat kecemasan siswa serta unsur-unsur yang berkontribusi terhadap kecemasan mereka ketika berbicara dalam bahasa Inggris. Penelitian survei ini menggunakan kuesioner FLCAS (Foreign Language Classroom Anxiety Scale) oleh Horwitz et al. (1986) dan wawancara. Enam puluh siswa dipilih sebagai sampel penelitian. Hasil penelitian menunjukkan 20% partisipan merasa sangat cemas, 42% merasakan tingkat cemas, 23% merasa cemas ringan, 8% merasa rileks, 5% merasa sangat rileks. Dalam wawancara juga diidentifikasi jenis-jenis indikator kecemasan dalam berbahasa. Hasilnya menunjukkan bahwa ketakutan akan evaluasi negatif dan perasaan tidak aman atau nyaman merupakan penyebab utama kecemasan siswa. Penelitian ini menyiratkan bahwa kecemasan dapat menjadi faktor pendorong yang menyebabkan siswa menjadi pasif dan tidak berusaha berbicara bahasa Inggris di kelas. Guru didorong untuk mengatasi kecemasan siswa guna membantu siswa mengatasi kecemasannya.

Kata Kunci: *Bahasa Inggris; Berbicara; Kecemasan*

INTRODUCTION

Language is a crucial component of human life because with language people can communicate with other. The ability to communicate with other can be through spoken or written language. Learning English is important because it can help communicate effectively with people worldwide (Nishanthi, 2018). The education curriculum in Indonesia emphasizes that learning English is important to be given to students in Indonesia. Currently, English is a mandatory formal subject at every level of education in Indonesia, starting from elementary, junior, high school to the

tertiary level, although basically, the English language education policy at each level of education unit is different in each curriculum (Alfarisy, 2021).

Speaking is one of the fundamental English abilities that students who are learning the language must master. According to Nunan (1992), Speaking is the capacity for verbal self-expression or the ability to flow a series of thoughts in a conversational setting. Harmer (2015), states that speaking is the capacity to do so with ease and requires both the capacity to comprehend information and language as well as awareness of its linguistic aspects. This means that people can express their desires in certain situations sequentially. In the teaching and learning process, especially in English class, speaking skill itself is very important to be mastered so that the communication process can take place properly.

According to Tarigan (1986), students must master the speaking ability as one of the aspects of language, because speaking skills can support other skills. Although speaking skills are very important, many students feel that speaking is difficult to do and master, so they experience anxiety when speaking in front of the class (Nazara, 2011). Not everyone is proficient in speaking especially speaking English in class. Speaking English in class is one of the worries of students at school. Not a few students experience anxiety when participating in speaking during teaching and learning activities in class. The level of anxiety experienced is different for each student. Excessive anxiety can interfere with students' concentration while studying. These feelings are normal but anxiety occurs influenced by several aspects: feelings, conditions, situations, and fears.

Based on the researcher's experience during the three months of observation in one public school in Singaraja, Bali, the researchers observed and directly faced the problems discussed in this study. In the teaching and learning process, researchers found signs of anxiety in students, especially anxiety when speaking. Many students felt anxious and restless when asked to participate in class. Students have difficulty speaking in class for various reasons. Some of them felt less confident and less motivated in learning to speak. The students thought, if they made a mistake the teacher or their friends would make bad comments or make fun of them. So, they preferred to be silent and passive when learning in class.

Anxiety is a mental illness that is described as a sensation of fear, worry, stress, or tension. In addition, anxiety is a natural thing in speaking. It is a common, basic human feeling with a progressively predictable number of beginnings, events, and trajectories (Huberty, 2012). Students feel anxious when speaking caused by various factors. According to Horwitz et al. (1986), communication apprehension, test anxiety, and fear of negative evaluation are the three main types of anxiety that prevent students from speaking in class. Additionally, when students are anxious while speaking, they often engage in extensive negative self-talk, which can be detrimental to their performance and success in language learning. They are worried that when they speak English, their friends would make fun of them. They lack the confidence to communicate in English and feel inferior since other students have stronger speaking abilities. Prastiyowati (2019) stated that lack of background knowledge regarding learning topics is one of the main factors that trigger student's anxiety. As a result, they experience anxiety, confusion, and trepidation. Students

will forget the material being addressed if they grow animated while speaking, and they will be lack of focus to talk.

The researcher also used the research that has been done previously as a reference. There are several previous researchers who have discussed the topic of this research. Some of these studies are as follows: Based on research from Nazir (2014), found that participants felt anxiety in communicative activities when learning to speak in class. The study conducted by Mitha (2018) with questionnaire and interview research instruments, found that fear of speaking tests was the main source of speaking anxiety. Then research conducted by Dewi (2018), showed that most students are at a mildly level of anxiety. The study conducted by Asyfyfa (2019), shows several factors that cause students' anxiety in speaking English, they are lack of preparation, afraid of not understanding the material said by the teacher, afraid of being wrong, fear of being considered bad and then being ridiculed by friends, lack of confidence in spelling, pronouncing, and choosing English words. Study conducted by Humaera and Pramustiara (2022), showed that students feel nervous, afraid, and worried, when asked to speak impromptu in the learning process.

The study conducted by Najiha and Sailun (2021) showed that Mildly Anxious Level was the most commonly experienced by students and it was found that "Communication Apprehension" was the main factor that caused students to feel anxious. Mariam (2019) found that most students are at the Mildly Anxious Level and only 2 students (12%) are at the Relaxed Level. Based on FLCAS type found that "Fear of Negative Evaluation" was the main factor that caused students anxiety. The study conducted by Sholikhi (2021) found that most students were at the level of "Mildly Anxious" level and the most dominant type of speaking anxiety is "Test Anxiety" and "Fear of Negative Evaluation" was the lowest (21.21%).

Several previous studies have shown different results on the level of students' speaking anxiety and the factor that caused the student speaking anxiety. Students' anxiety in speaking English in class is very often found and even becomes a common thing. Every student certainly has a different character from one another so that each individual student has different reasons and factors that cause anxiety when speaking English. Students' anxiety can affect the achievement of their educational goals in speaking English.

However, study of identifying anxiety and the factor that causes anxiety in vocational high school students were very limited. In the education system in vocational schools, exposure to learning English is not much more than in non-vocational schools. Vocational schools focus more on certain skills with the aim that after graduation students can be immediately ready to work. Anxiety about English often makes students skeptical about learning. Sometimes English is considered a subject that students will not use after completing their studies. Even though English is a skill that can support a person's career in many fields of work. Therefore, it is important to know students' anxiety and its factor in more depth especially in vocational high school level. This study, the researchers conducted survey on anxiety in speaking English in the classroom. Current research was to determine the level of students' speaking anxiety and to identify the factors that cause students' anxiety in speaking English. Obtaining student anxiety data will be a significant

source of information for teachers, who can then use it to improve teaching and learning process and encourage students to speak English without feeling anxious.

METHOD

This research used a survey design with mixed mode research where the survey design is one of the quantitative research methods. According to Creswell and Guetterman (2020), survey design is a procedure in quantitative research by surveying a sample or the entire population in a study to describe attitudes, behavior or characteristics of that population. Mixed mode is using two or more different data collection modes within a single survey (Wilkinson & McTiernan, 2020). According to Creswell (2014), mixed mode research involves quantitative and qualitative data collection and analysis collection to get a higher response rate and quality of answer. This research was conducted at one public school in Singaraja, Bali. 60 students were involved in this study as participants.

This research used interview and questionnaire as the instrument. The questionnaire adopted from Horwitz et al. (1986) namely FLCAS (Foreign Language Classroom Anxiety Scale) was distributed to determine the level of students' speaking anxiety. There are 33 items in this questionnaire, using a five-point Likert's scale with answer choices ranging from 1-5 with five response options: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The questionnaire was translated into Indonesian to make it easier for students or respondents to answer the questionnaire. Student anxiety scale scores will range used Oetting (1983) scale from 33 to 165, where 33 points is the lowest score and 165 points is the highest score. According to Paneerselvam and Yamat (2021) the reliability of FLCAS using Cronbach's alpha reading showed 0.894. Sham and Azmi (2018) found 0.90 using Cronbach's Alpha.

The questionnaire was conducted by google form and translated into Indonesian. In addition, interviews were conducted to determine the factors that caused students' anxiety in speaking English. The interview consists of five questions with five participants who had different speaking anxiety levels. The interview was carried out face to and were conducted in Indonesian by voice recording then transcribed to avoid inaccurate data. In analyzing the interview data the researcher followed framework developed by Miles, Huberman and Saldana (2014).

FINDINGS

The Result of Students' FLCAS Questionnaire

This research involved 60 respondents from 10th grade students of SMK Negeri 3 Singaraja. There are 33 items consisting of positive and negative statements in the FLCAS Questionnaire adopted from Horwitz et al. (1986). The table and chart below show the result of the scores and categorization of students' speaking anxiety levels.

Table 1. Scoring and Categorizing of Students' Anxiety

Level	Range	Result
Very Anxious	124-165	Very Anxious: 12 Respondents (20%)
Anxious	108-123	Anxious: 25 Respondents (42%)
Mildly Anxious	87-107	Mildly Anxious: 14 Respondents (23%)
Relaxed	66-86	Relaxed: 5 Respondents (8%)
Very Relaxed	33-65	Very Relaxed: 3 Respondents (5%)

Based on data from the questionnaire to sixty respondents, it shows that 3 students (5%) get a score between 33-65 which means they are at very relaxed level, then 5 students (8%) get a score between 66-86 which indicates that they are at relaxed level, 14 students (23%) get a score between 87-107 which indicates students are at the mildly anxious level, then 25 students (42%) get scores between 108-123 which means students are in the anxious category, and the latest data shows that 12 students (20%) have scores between 124-165 which indicates that students are at very anxious level of anxiety. From the questionnaire data shows that most students are at an anxious level and only a few students who have very relaxed anxiety level.

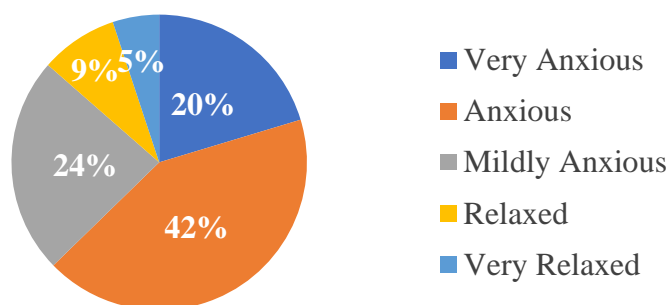


Figure 1. Scoring and Categorizing in Students' Speaking Anxiety Levels

The Result of Students Interview

Following are the results of interviews with the respondents who were interviewed:

Table 2. Students' Answers to the First Question in the Interview

Question 1	
Do you feel nervous or worried when you speak English?	
List of Respondents	Respondents' Answer
Student 1	"Instead of speaking English, when I speak Indonesian, I'm often nervous, afraid to say the wrong thing, especially when my classmates look at me."
Student 2	"Yes, always, every time I want to talk my hands shake, sometimes I get cold sweat."
Student 3	"I often feel nervous, suddenly I forget what to say when I'm in front of many people especially in front of the class."

Student 4	"Yes, I feel nervous and worried because I'm afraid the teacher will scold me if I say the wrong thing, I'm afraid my friends will laugh too."
Student 5	"Sometimes I feel scared and nervous when the teacher suddenly calls me to the front, I don't know what to say."

Based on the answers of the five respondents interviewed for the first questions, it shows that all respondents have felt anxious and worried when speaking English. The feelings they felt showed some symptoms such as trembling hands and cold sweat. According to Nevid (2018), there are several types of anxiety symptoms, one of which is physical symptoms accompanied by restlessness, shaking limbs, profuse sweating, difficulty breathing, fast heartbeat, and other symptoms.

Table 3. Students' Answers to the Second Question in the Interview

Question 2	
How do you feel when you speak English in front of many people?	
List of Respondents	Respondents' Answer
Student 1	"First I felt nervous, second I felt afraid if I said the wrong thing so my friends didn't understand what I said."
Student 2	"I feel embarrassed, worried and afraid that every time the teacher asks me to speak English in front of the class, it feels very difficult to pronounce."
Student 3	"I feel insecure, I often go blank all of a sudden, I feel embarrassed too because I can't speak English well."
Student 4	"I feel less than my other friends, so I feel really insecure when asked to speak English in front of the class. I often feel nervous, and I'm afraid I'll mispronounce it if I want to say it loudly, especially when my friends are noisy, so I feel even more nervous."
Student 5	"To be honest, I feel scared, sometimes I'm embarrassed when my friends make fun of me, sometimes, I'm nervous when I'm asked to repeat my vocabulary by the teacher."

Based on the answers of the five respondents interviewed for the second question, it shows that the students feel nervous, afraid, embarrassed, and not confident when speaking English in front of the class. According to Nevid (2018), the symptoms of speech anxiety are characterized by several symptoms or characteristics: physical symptoms, behavioral symptoms, and cognitive symptoms. The characteristics of these symptoms of anxiety are limbs shaking, sweating, difficulty breathing, heart beating fast, feeling weak, body feeling hot and cold, becoming irritable or offended.

Table 4. Students' Answers to the Third Question in the Interview

Question 3	
Can you describe in more detail what times you feel anxious when speaking English?	
List of Respondents	Respondents' Answer
Student 1	"When I'm talking in front of many people, especially when I'm talking, many people pay attention to me."
Student 2	"I feel anxious speaking English when I present in front of the class alone, speaking in front of my friends too. When the teacher corrects me while talking also makes me nervous."

Student 3	"I feel very anxious and nervous when presenting in front of the class, especially if it is used for class assessment by the teacher. I'm afraid to make a lot of mistakes."
Student 4	"I always feel anxious when I am asked to speak English, even when I'm just talking to my friends I get nervous. I can't pronounce vocabulary well, except for words that are often used in everyday life. Especially when asked to present in English, I feel very anxious."
Student 5	"I feel anxious when suddenly the teacher asks me to speak English in class, I feel anxious when I have no preparation beforehand, it makes me easily forget and get confused when speaking."

Based on the answers of the five respondents interviewed for the third question, it shows that students feel nervous and anxious about speaking English when speaking in front of many people, during presentations in front of the class, during assessments, when corrected by the teacher when they make a mistake in pronunciation, when students feel unprepared it makes them feel nervous when speaking.

Table 5. Students' Answers to the Fourth Question in the Interview

Question 4	
Based on your experience, what factors cause you to feel anxious when speaking English?	
List of Respondents	Respondents' Answer
Student 1	"I'm afraid of being criticized, even though I know the purpose of being criticized is to be better. But every time I'm criticized it makes me feel worse and even less confident."
Student 2	"Lack of preparation, not mastering a lot of vocabulary, lack of practice so the pronunciation is not good and makes you anxious every time you want to speak. Apart from that, the attitude of my friends in the class also really affected me, if they laughed or were silent when I was talking, I felt nervous whether something was wrong or missing."
Student 3	"What makes me feel anxious when speaking English is because I am not good at speaking, the reason is due to lack of practice and study but I also don't really like English lessons because it is difficult so my desire to learn to speak English is low."
Student 4	"I think too much, so I'm confused about what to say in front of the class, afraid that my friends will laugh at me, worried that my friends will talk behind my back if we say something wrong."
Student 5	"English is difficult to pronounce, so you have to practice it a lot to be fluent, but I rarely practice it because I'm not invited either. It's impossible to talk to my friends in English often because most of them are actually anti-English."

Based on the answers from the five respondents who were interviewed for the fourth question about the factors that cause student anxiety, the researcher found that students felt anxious when speaking because they lacked preparation, did not master a lot of vocabulary, lack of practice which made their pronunciation not fluent, difficult in pronouncing vocabulary, not so they like learning English because it is difficult, they think too much, and most of the answers are because they are worried and afraid of the response, feedback and criticism of their friends and teachers.

Table 6. Students' Answers to the Fifth Question in the Interview

Question 5	
What is your biggest problem when speaking English in class?	
List of Respondents	Respondents' Answer
Student 1	"I think the biggest problem when I speak English in class is the response of the teacher and friends to me. I'm afraid they will criticize me."
Student 2	"I am very sensitive to criticism, so the responses and responses from friends and teachers are very influential for me when I speak in front of the class, especially speaking English which I am not good at."
Student 3	"For me, my biggest problem when speaking English in class is about my worries about wrong pronunciation and the views of my friends towards me. Besides, sometimes I feel nervous when the teacher evaluates my pronunciation."
Student 4	"My biggest problem is people paying attention to me when I talk. I get very nervous when they pay too much attention to me or don't pay attention to me. The point is I don't like to speak in public let alone speak English."
Student 5	"My biggest problem speaking English in class is my inability to pronounce English well, and it makes me feel insecure."

Based on the answers of the five respondents who were interviewed for the fifth question about the biggest problem or the main factor that causes them to be anxious in speaking English, the researcher found that four out of five respondents said they felt anxious about the responses and responses of other people to them when speaking English, the other factors are lack of vocabulary mastery, self-doubt, shyness, and difficult pronunciation of vocabulary.

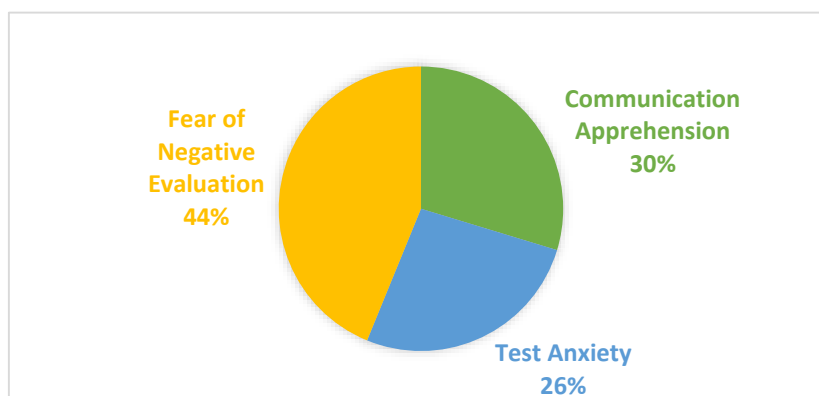


Figure 2. Types of Language Anxiety

Based on the results of FLCAS questionnaire data analysis on three types of language anxiety by (Horwitz et al., 1986) indicate that fear of negative evaluation is the highest types of language anxiety at 44%, then communication apprehension is in second place with 30%, and test anxiety is at the lowest position as types of language anxiety at 26%.

DISCUSSION

The Level of Students' Speaking Anxiety

Based on the FLCAS Anxiety Scale adapted by Horwitz et al., (1986), researcher found 12 students with (20%) had a score range of 124-165, which means students experienced the "Very Anxious" level, then 25 students with (42%) had a score range of 108-123, which means that students experience the "Anxious" level, 14 students (23%) have a score range of 87-107, which means students experience the "Mildly Anxious" level, then 5 students (8%) get a score of 66-86, meaning that they are in the "Relaxed" level, and 3 students (5%) experienced a level of "Very Relaxed" with a score range of 33-65.

From the data questionnaire, it can be concluded that the dominant level of student anxiety is at the "Anxious" level with 25 respondents, which means students feel very anxious and worried when speaking English. Then, the minimum levels of anxiety is at the "Very Relaxed" level with 3 respondents, which means that these three respondents do not experience anxiety in speaking English. The highest score obtained by students on speaking anxiety level was 143 points, while the lowest score on students' speaking anxiety level was 41 points.

Based on these results it shows that the level of anxiety in SMK Negeri 3 Singaraja is quite high. In this case more attention is needed to reduce or overcome the level of anxiety. According to Gawi (2020), for EFL students, foreign language classes are the number one enemy of anxiety. That is why the teacher plays an important role in the classroom to overcome student anxiety because the teacher's behavior can affect student performance especially in speaking anxiety (Gawi, 2020). Directions or instructions that are not clear can cause students to experience difficulties in speaking because the teacher is one of the factors for student success (Mukminin, 2015).

Factors Causing Student' Anxiety in Speaking English

From the results of the interviews, the researcher found various factors that caused their anxiety. According to Ernawati and Fatma (2012) the internal and external factor are two factors influence the students' anxiety in speaking. The first factor is internal factor or self-factor, which consists of lack of self-confidence, shyness, motivation and fear of mistakes. Based on the results of interviews, several students experienced anxiety when speaking, the most common problems were lack of self-confidence, feeling embarrassed, and they were afraid of making mistakes. Based on Weda and Sakti (2018) students' self-confidence is contributing factors to students' anxiety in the teaching-learning process.

The next factor is external factors which consist of: lack of preparation of students, limitations in mastering vocabulary, responses of classmates, and students' shyness. The teacher's role in the learning process determines the level of student anxiety (Prastiyowati, 2019). From the results of the interviews, several students also said that they were worried about the responses from their friends and teachers, they were worried that they would be laughed at when they made

mistakes while speaking. In addition, the lack of preparation and mastery of vocabulary is also another factor that causes students to be reluctant to speak. From the results of the interviews, most students stated that they would feel nervous when they were suddenly asked to speak in front of the class, without any preparation. Humaera and Pramustiara (2022) stated that during impromptu activities students tend to have feelings of nervousness, fear and worry, and lack of vocabulary.

Then, based on the results of the questionnaire data analysis on three types of language anxiety by Horwitz et al., (1986) which consist of: communication apprehension, test anxiety, and fear of negative evaluation. The data results indicate that fear of negative evaluation is the highest types of language anxiety at 44%. Students often feel afraid of making mistakes, especially in pronunciation or verbal communication, because they have concerns about negative responses or judgments from their friends or teachers. This is the same as Mariam (2019) research which found that Fear of Negative Evaluation as the main factor that caused students feel anxious. Then communication apprehension is in second place with 30%. In this case students have difficulty to speak in a group or in public, or even to listen to a spoken word, students have an inability to understand others and make themselves understood. Last type is test anxiety and this is at the lowest position as types of language anxiety at 26%. Students faced a test situation, when they feel afraid of failing the test. In relation to the ability to speak foreign languages, Putri (2015) emphasizes that students with a Fear of negative evaluation tend to feel less confident and often present themselves by pretending to be a different figure when interacting with other people.

Tzoannopoulou (2016) also identified that fear of evaluation and fear of test were the provoking factor of students' anxiety. Fear of negative evaluation in the learning process is very related to students' confidence to speak English in classroom. When they fail to achieve social impression, they tend to feel embarrassed (Cooper & Brownell, 2020). Fear of negative evaluation in the learning process seems to be related to grades or student learning outcomes. It cannot be denied that grades are still an indicator of student satisfaction with the learning process. This was stressed by the study conducted by Wardhani (2019) who found that students were fear of evaluation from teachers.

Based on the results of this study, it is implied that most students experience anxiety or feel anxious when speaking English with different levels and various different caused factors for each student. Anxiety can make it difficult and distract students in learning because students are in a state of discomfort, anxiety, lack of confidence, and their focus is reduced. This can affect their relationships with peers and teachers too. Knowing the level of anxiety and the factors that cause it to help teachers to focus more on learning methods or strategies according to the level and factors that cause dominant student anxiety. Through appropriate learning methods, learning objectives can be achieved more optimally.

CONCLUSION

The results of the questionnaire showed that most students were at the "Anxious" level, 25 out of 60 students (42%) and the least at the "Very Relaxed" level of anxiety, 3 students (5%). There were 12 students (20%) students at the "Very Anxious" level, 14 students (23%) at the "Mildly Anxious" level and there were 5 students (8%) at the "Relaxed" anxiety level. The results of the interview analysis, there are various factors that can cause students' speaking anxiety. First is the internal factor, many students are not confident, the most common problem is about self-doubt, lack of preparation and lack of vocabulary mastery. Second, external factors, namely from friends and teachers in the class and the atmosphere of the class that makes students anxious. From the indicators of the type of language anxiety, fear of negative evaluation 44% is the dominant factor causing student anxiety. Fear of communication got 30%, and for anxiety tests it got 26%. Therefore, each student has a different level of anxiety as well as factors that cause students' speaking anxiety.

When learning in class, teachers need to emphasise students to not feel ashamed, afraid or worried about making mistakes in speaking English because making mistakes when they are in English class is a natural thing, teachers also need to engage students to be confident and spend more time practicing speaking English to improve their speaking skills. Then teachers can motivate the students and create a learning atmosphere that can make students comfortable and confident in speaking. For the other researchers, it is suggested to conduct research to investigate students' anxiety factors in other English learning skills and conduct research using other research methods to obtain accurate results.

REFERENCES

- Alfarisy, F. (2021). Kebijakan Pembelajaran Bahasa Inggris di Indonesia dalam Perspektif Pembentukan Warga Dunia dengan Kompetensi Antarbudaya. *Jurnal Ilmiah Profesi Pendidikan*, 6(3), 303–313. <https://doi.org/10.29303/jipp.v6i3.207>
- Asyasyfa, A., Handyani, A. M., & Rizkiani, S. (2019). Students' Speaking Anxiety in EFL Classroom. *PROJECT (Professional Journal of English Education)*, 2(4), 581. <https://doi.org/10.22460/project.v2i4.p581-587>
- Cooper, K. M., & Brownell, S. (2020). Student Anxiety and Fear of Negative Evaluation in Active Learning Science Classrooms. In J. J. Mintzes & E. M. Walter (Eds.), *Active Learning in College Science: The Case for Evidence-Based Practice* (pp. 909–925). Springer Cham. <https://doi.org/10.1007/978-3-030-33600-4>
- Creswell, J., & Guetterman, T. (2020). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 6th Edition* (6th ed.). Pearson, 2020.
- Creswell, J. W. (2014). Research design : qualitative, quantitative, and mixed methods approaches / John W. Creswell. In *Research Defign: Qualitative, Quantitative, and Mixed M ethods Approaches* (4th ed.). Singapore: Sage Publication, 2014.
- Dewi, N. A. K., Marhaeni, A. A. I. N., & Suprianti, G. A. P. (2018). Investigating Speaking

- Anxiety of The Tenth Grade Students at SMA Negeri 4 Singaraja. *Journal of Psychology and I*, 2(2), 64–69.
<https://doi.org/https://doi.org/10.23887/jpai.v2i2.15978>
- Ernawati, S., & Fatma, A. (2012). Pendekatan Perilaku Kognitif Dalam Pelatihan Berbicara Di Depan Umum. *TALENTA PSIKOLOGI: Jurnal Fakultas Ilmu Kesehatan Universitas Sahid Surakarta*, 1(1), 39–65.
- Harmer, J. (2015). *The Practice of English Language Teaching.pdf*. London: Pearson.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2), 125–132.
<https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Huberty, T. J. (2012). Anxiety and depression in children and adolescents: assessment, intervention, and prevention. In *Anxiety and Depression in Children and Adolescents* ((April 24,). New York: Springer, ©2012.
<https://doi.org/10.1007/978-1-4614-3110-7>
- Humaera, I., & Pramustiara, P. (2022). Students' Anxiety in Speaking in Front of the Class. *KnE Social Sciences*, 2022, 138–147.
<https://doi.org/10.18502/kss.v7i8.10732>
- Mariam, D. (2019). *An Analysis of Speaking Anxiety in English Classroom (A Descriptive Quantitative Study of the Eleven Grade Students of SMA Islam Sudirman Bringin in the Academic Year of 2018/2019)*. 92.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis A Methods Sourcebook* (Third Edit). SAGE Publications.
- Mitha, W. D., Amri, Z., & Narius, D. (2018). An analysis of students' speaking anxiety faced by the fourth semester students of english education study program of english department of Universitas Negeri Padang. *Journal of English Language Teaching*, 7(3), 465–479.
- Mohamed Khalifa Gawi, E. (2020). The Impact of Foreign Language Classroom Anxiety on Saudi Male Students' Performance at Albaha University. *Arab World English Journal*, 11(2), 258–274. <https://doi.org/10.24093/awej/vol11no2.18>
- Mukminin, A., Masbirorotni, M., Noprival, N., Sutarno, S., Arif, N., & Maimunah, M. (2015). Journal of Education and Learning. *Journal of Education and Learning*, 9(3), 217–225.
- Najiha, & Sailun, B. (2021). An Analysis of Students' Speaking Anxiety in English Classroom at SMAN 2 Siak Hulu. *Problems of Endocrine Pathology*, 12, 57–64.
<https://doi.org/https://doi.org/10.31849/lectura.v12i2.7518>
- Nazara, S. (2011). Students' Perception on EFL Speaking Skill Development. *JET (Journal of English Teaching)*, 1(1), 28. <https://doi.org/10.33541/jet.v1i1.50>
- Nazir, M., Bashir, S., & Raja, Z. B. (2014). A Study of Second Language Speaking-Anxiety among ESL Intermediate Pakistani Learners. *International Journal of English and Education*, 3(2), 581–584.
- Nevid, J. S., Rathus, S. A., & Greene, B. (2018). *Psikologi Abnormal Jilid 1* (9th ed.). Jakarta : Erlangga, 2028.
- Nishanthi, R. (2018). The Importance of Learning English in Today World. *International Journal of Trend in Scientific Research and Development, Volume-3*(Issue-1), 871–874. <https://doi.org/10.31142/ijtsrd19061>

- Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge University Press.
- Oetting, E. R., & Rocky Mountain Behavioral Institute, I. (1983). Manual for Oetting's Computer anxiety scale (COMPAS). In *TA - TT* -. Rocky Mountain Behavioral Science Institute. <https://doi.org/LK> - <https://worldcat.org/title/21683218>
- Paneerselvam, A., & Yamat, H. (2021). Validity and Reliability Testing of the Adapted Foreign Language Classroom Anxiety Scale (FLCAS). *International Journal of Academic Research in Business and Social Sciences*, 11(4). <https://doi.org/10.6007/ijarbss/v11-i4/9027>
- Prastiyowati, S. (2019). Anxiety on Students' Listening Comprehension in University Students in Malang. *A Journal of Culture English Language Teaching Literature & Linguistics*, 6(1), 65. <https://doi.org/10.22219/celticumm.vol6.no1.65-77>
- Putri, H. M. (2015). Analisis Faktor Risiko Fear of Negative Evaluation. *Seminar Psikologi & Kemanusiaan*, 492-500.
- Sham, R. M., & Azmi, M. N. L. (2018). the Reliability of Foreign Language Anxiety Scale in Malay Version Based on Cronbach'S Alpha. *LANGUAGE LITERACY: Journal of Linguistics, Literature, and Language Teaching*, 2(1), 37-47. <https://doi.org/10.30743/ll.v2i1.490>
- Sholikh, F. (2021). Business administration students' anxiety in speaking skill practice. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 8(1), 22-32. <https://doi.org/10.22219/celtic.v8i1.14132>
- Tarigan, H. G. (1986). *Berbicara sebagai suatu Keterampilan Berbahasa*. Bandung : Angkasa.
- Tzoannopoulou, M. (2016). Foreign Language Anxiety and Fear of Negative Evaluation in The Greek University Classroom. *International Symposium on Theoretical and Applied Linguistics*, 823-838. <https://doi.org/10.26262/istal.v21i0.5272>
- Wardhani, A. (2019). Exploring Fear of Negative Evaluation in Foreign Language Anxiety: Photovoice of Undergraduates in Speaking Class. *JSSH (Jurnal Sains Sosial Dan Humaniora)*, 3(1), 1. <https://doi.org/10.30595/jssh.v3i1.3843>
- Weda, S., & Sakti, A. E. F. (2018). Factors Influencing Students' Anxiety in English as a Foreign Language Classroom. *Journal of Physics: Conference Series*, 1028(1). <https://doi.org/10.1088/1742-6596/1028/1/012100>
- Wilkinson, S., & McTiernan, L. (2020). Mixed Mode Research. In *IPSOS VIEWS* (Issue June). https://doi.org/10.1007/978-1-4842-2367-3_15