

## **An Analysis of Students Anxiety in Speaking English at Senior High School**

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### **Abstrak**

Tujuan dari analisis data adalah untuk mengetahui faktor-faktor kecemasan siswa dalam berbicara bahasa Inggris. Penelitian ini dilakukan terhadap 25 siswa kelas XII SMA Negeri 2 Ponorogo dengan menggunakan metode campuran dalam pengumpulan data. Sebagai sumber data digunakan observasi, kuesioner, dan wawancara semi terstruktur. Observasi, angket, dan wawancara digunakan untuk mengumpulkan data untuk penelitian. Untuk menguji data, data yang diperoleh dari kuesioner dan wawancara diolah, dianalisis, diberi kode, dan diinterpretasikan. Ditemukan bahwa kebanyakan siswa merasa cemas tentang berbicara bahasa Inggris. Namun, kecemasan dalam berbicara para murid adalah ada. Beberapa faktor yang mempengaruhi adalah ketakutan komunikasi, kecemasan ujian, dan ketakutan akan evaluasi negatif. Disarankan bagi guru untuk mengidentifikasi kecemasan siswa dalam berbicara dan meningkatkan keterampilan berbicara mereka.

**Kata Kunci:** Kecemasan berbicara, kecemasan berbicara siswa, siswa EFL, persepsi siswa SMA, keahlian berbicara.

### **Abstract**

The purpose of the study analysis was to discover the factors of students' anxiety in speaking English. This study was conducted with 25 students from the twelfth grade of senior high school 2 Ponorogo using a mixed method research design. As data sources, an observation, a questionnaire, and a semi-structured interview were employed. Observation, questionnaires, and interviews are used to collect data for the study. To examine the data, the acquired data from questionnaires and interviews were processed, analyzed, coded, and interpreted. It found that most of students feel anxiety about speaking English. However, the speaking's anxiety is existence in students when they are speaking English. The factors that contributed in students' speaking anxieties are communication apprehension, test anxiety, and fear of negative evaluation. It is recommended for EFL teachers to identify students' anxiety in speaking and improve their speaking skills.

**Keywords:** Speaking anxiety, students' speaking anxiety, EFL students, high school students' perception, speaking skills.

### **INTRODUCTION**

The importance of English in 21st century especially speaking skill has the impacts in the Indonesian government, for example, English be taught in Indonesian schools. It becomes a local subject in elementary school and incorporates subjects in junior high, senior high, and post-secondary institutions. As they proceed through their education, it is believed that Indonesian students will be able to master English. One of the most important skills that English language students must acquire is speaking. Students must be able to communicate in English in everyday contexts, notably in class. One of the goals of learning English is to be able to speak English fluently. Students, on the other hand, have distinct personalities, particularly in terms of psychological health. Some students struggle when they want to speak English but are afraid of making a mistake, or when they witness a classmate speak smoothly but appear hesitant and angry about their English ability. Anxiety is the phrase used to

describe these symptoms (Amalia, 2018). One of the obstacles in speaking is anxiety, which has a substantial impact on language learning growth, particularly in speaking performance, and they are unable to acquire English for a variety of reasons. A lack of experience, according to Juhanna (2017), can lead to a lack of confidence, shyness, and quietness, all of which inhibit natural communication. Anxious students may also freeze or go blank on the test, unable to convey knowledge they already know (Rumiyati & Seftika, 2018). From time to time, every student may feel various sorts of anxiety. It shows itself in their psychological and psychological responses, such as when they are anxious or emotionally charged (Amalia, 2018).

Students may experience anxiety in a variety of settings, making it difficult for them to excel in a foreign language class (Amalia, 2018). If students wish to be effective in speaking, they should overcome their fear of the language. The majority of students still struggle to

express their thoughts, feelings, or experiences verbally. They were having serious communication difficulties. Many students influence how they study and how their learning patterns differ from those of their peers. Most of the students struggled with vocabulary knowledge, which made it difficult for them to comprehend the materials. The students were unmotivated to speak English. Their behavior during the lesson demonstrates this. The majority of the students were talking to their classmates or playing with their books instead of paying attention to the teacher. Teachers have to know more about the cause of speaking anxiety among students and also have a better understanding of the various levels of anxiety that students experience when speaking English.

### **Anxiety Types**

Anxiety in the state, anxiety as a trait, and anxiety caused by a certain situation are the three categories of anxiety (Horwitz et al., 1986):

1. The majority of the people who took part in the study reported anxiety in the state, often known as normal anxiety. This type of anxiety is only present for a short time and occurs in response to a particular circumstance or terrible event. To put it differently, it's a momentary tense emotion that fades once the dangerous event has passed.
2. Anxiety is a natural part of the human personality. People who have trait anxiety worry more than the average person and perceive various aspects of their environment as inappropriately threatening. Trait anxiety, in other terms, is a person's proclivity to be frightened or nervous regardless of the situation to which they are exposed.
3. Specific-situation Anxiety refers to a person's ability to be nervous at a particular time and in a particular circumstance. Specific-situation anxiety is a type of trait anxiety that shows up in a particular situation. It is prompted by a particular circumstance, including speaking in public, tests, or class involvement (Horwitz et al., 1986).

### **Anxiety and Its Causes**

Horwitz et al. (1986), said that there are three causes of anxiety, the first is communication apprehension, the second is anxiety about the test, and the last is the fear of a bad evaluation. Here's the description of the three factors above to find out the causes of student anxiety when speaking English.

1. CA is frequently triggered by learner characteristics such as timidity, quiet, and reluctance. People's levels of anxiety differ from others and from one circumstance to the next. Seven factors could lead to kids becoming quiet: (1) A deficiency in mental

capacity. (2) a lack of English language proficiency. (3) social introversion of one's own volition. (5) communication anxiety, (4) social estrangement (6) A poor social personality, and (7) communication norms that vary by ethnic heritage.

2. Another cause of anxiety is test anxiety. The exam is equally applicable to the subject of acquiring learning English anxiety. Horwitz et al (1986) said that type of performance anxiety is caused by a sense of failure. A student may experience anxiety while studying English, which prevents him from performing well.
3. Fear of negative evaluation can emerge in any interpersonal, evaluative situation, including an interview session, or presenting in a second/foreign language class, this kind of anxiety is a continuation of test anxiety (Zhiping Diao & Paramasivam Shamala, 2013). It is indeed comprehensive in that it encompasses not just the teacher's evaluation of the learners, but as well as the responses of other students.

### **The Effects of Anxiety About Learning Foreign Language**

Anxious students have a harder time thinking properly and are more prone to making mistakes. Moreover, anxiety makes people worry and disturbs their educational process, so they have to try longer to finish a task. Anxiety has been considered a problem in learning English by educators. Learners who have anxiety began to suffer from learning languages since anxiety affects cognitive functioning. Anxiety could obstruct learning in a variety of ways. A worried learner could have trouble paying attention and digesting information effectively, gaining information, and demonstrating abilities previously acquired. In other terms, foreign language anxiety is classed as severe anxiety since it can prevent language learning (Erdiana et al., 2020).

Foreign language anxiety acts as a filter at the input stage, preventing some knowledge from being processed cognitively. While the processing stage, anxiety functions as a distraction. It distracts children's capacity to assimilate information quickly. While learners are terrified, they may learn less and be unable to acquire new ideas, sentences, syntax, etc., or they may take time to process the material. Anxiety can affect the output analysis of students' foreign language skills. Learners who are nervous at this time may find it difficult to demonstrate how much they have learned.

### **Speaking Skills**

One of the most important language skills to master is speaking. It shows that communicating involves delivering words using lips to maximize the information delivered. The ability to speak, as well as the ability to see

and walk, is crucial to an individual's daily activities and experiences (Rayhan, J. M. 2014).

Speaking skills is a technique of communicating ideas, opinions, perspectives, and descriptions to others to receive a response or a method of transmitting messages to comprehend and contribute to others' wishes. Speaking activities must include both the speaker and the listener. Students have to speak with others because the majority of our daily communication is interactional.

### **Components of Speaking**

To be a good speaker, students must master many elements of speaking. Bahdi (2014) split the aspects of speaking ability into five pieces and identified five factors of speaking ability. It can be found in the following explanations (Bahdi, 2014):

1. Accuracy and Pronunciation, Accuracy appears to encompass more as well. Speaking English correctly, in particular, entails avoiding or minimizing faults in not only grammar but also vocabulary and pronunciation. Students employ correct words, order verbs, tense consistency, and other granular skills.
2. Grammar, one of the most important aspects of language is grammar. According to Bahdi (2014), grammar is a type of internal linguistic knowledge that is used to produce and recognize suitably structured expressions in a language. Grammar is being used to correct phrase meaning depending on the situation; it is also utilized to prevent misinterpretation in every communication. (BAHDI, 2014).
3. Vocabulary, is the total quantity of words that make up a language (together with the rules for combining them). Vocabulary refers to the suitable diction employed in communication. The ability to understand the meanings of words is referred to as vocabulary. The fact that words can take at least two forms: spoken and written, further complicates this concept.
4. Comprehension, developing a limited vocabulary, or understanding the definitions of enough words is required for comprehension. A subject speech, as well as the ability to begin it, are required for verbal communication. Furthermore, Bahdi (2014), The process through which the listener comprehends the speaker's phrases is known as comprehensibility. As a result, it can be inferred that in speaking, comprehension refers to the speakers' knowledge of what they would be communicating to the listeners to avoid misreading information; also, its job is to make it easy for the listeners to catch the information out from speaking.

5. Fluency, the ability to talk communicatively, fluently, and accurately is defined as fluency. Many language learners strive for speaking fluency. Specifically, it identifies the criteria for determining fluency. The following are the details: a) Lack of hesitancy: students speak fluently and naturally. They do not pause for lengthy periods, and it is simple to follow what they are saying. b) length: learners could combine thoughts to construct a statement or an argument. c) autonomy: students can express themselves in a variety of ways, constantly talk and ask questions, and engage in a variety of other activities to keep the conversation going (Drachler & Kirschner, 2012).

### **Students Speaking Anxiety**

Speaking is an anxiety-inducing action that causes kids to get uneasy in the classroom. Many students are nervous about participating in speaking activities (Keramida, 2009). They feel much more anxious if they were asked questions or asked to perform in front of the class. (Zhang & Watkins, 2007). This finding is similar to that of (Horwitz et al., 1986), who found that EFL students are afraid to speak other languages for fear of being wrong and being judged as less capable by others. Because of their great self-consciousness, they lack the courage to speak in front of others.

It can be inferred, according to Mayangta, and Tesalonika (2011), that learners' causes of anxiety in speaking are diverse. Personal and interpersonal fears, learners' ideas of learning languages, teacher relationships, classroom management, and related capabilities of English proficiency are all identified as drivers of speaking anxiety in this study (Mayangta, 2011). Many learners suffered from nervousness in the EFL classroom, which had a severe impact on them. As a result, English teachers must be conscious of their learners' uneasiness.

The research's main goal is to learn more about the causes of speaking anxiety among students in senior high schools. This research is believed to make a meaningful impact on a student's capacity to communicate. The findings might help educators and teachers clearly understand the different kinds of anxiety that students feel while speaking English.

The study has two significances in this study, they are:

1. Teachers, the study is expected to be used in the practice and learning process, particularly in determining the Students' Anxiety in Speaking English in the Twelfth Grade of Senior High School 2 Ponorogo, as well as to provide additional information and knowledge to the teachers.
2. Learners, the researcher believed that this study will provide some recommendations for classroom

interaction in the English Twelfth Grade class at Senior High School 2 Ponorogo.

For the purpose of this study, the researcher chose to concentrate on one important question, which was described as follows:

1. Does anxiety exist in students when they are speaking English?
2. What are the factors that contributed to students' anxiety in Speaking English?

## METHODS

In this research, the researcher used mixed methods entails blending or integrating qualitative and quantitative research and data. Quantitative data usually comprises closed-ended replies, such as those found on questionnaires or psychological instruments, whereas qualitative data is frequently open-ended with no predetermined responses (Creswell, 2014). As a result, in order to become associated with the phenomenon, the researcher became absorbed and engaged in it.

This research has been carried out at Senior High School 2 in Ponorogo, East Java. The specific setting place for data collection is in one of the English classes, especially grade twelfth. The study in Students' Anxiety in Speaking English at Senior High School 2 Ponorogo was conducted because most of the students were afraid and shy to practice with the target language, in this case, English, because they were worried about making mistakes. Since it is located in a suburban city, English is not as widely spoken as it could be. As a result, students must be motivated to speak English

The data was obtained by the researcher using various techniques and instruments. The instruments used by the researcher to collect data and information from the study's subject. The data will be collected by observation, questionnaire, and interview.

In the twelfth grade at Senior High School 2 Ponorogo, the researcher used this method to observe students' anxiety in speaking English. The researcher joins the classroom and observed the students' learning activities when they should be learning English with the teacher. The researcher then used an observation sheet to observe students' anxiety when speaking English and analyzed the significant elements of students' nervousness while speaking English. The researcher was able to see the students' perceptions of learning English, as well as their anxiety, based on all of this information. The researcher will pay attention to each student's speaking ability by telling them to come forward in front of the class. Many learning activities can be done, such as dialogue with friends, presentations, telling stories, and others.

After completing the observation, the researcher gave a questionnaire to students with 14 questions using google

form. The researcher employed questionnaires to gather data on research participants' thoughts, feelings, attitudes, views, values, impressions, characters, and continuance intentions. The results of the questionnaire were then evaluated to identify the students' fear of speaking in class. The researcher then utilized a questionnaire to evaluate a variety of qualities. A questionnaire was also employed to obtain extra data in this investigation. Before the interview began, the questionnaire was completed. The purpose of the questionnaire was to elicit replies from students. The results of the questionnaire were analyzed using a modified version of the FLCAS (Foreign Language Classroom Anxiety Scale). The questionnaire was based on the experiences of foreign language students who had self-selected into a language support group due to anxiety or difficulties learning their target language. FLCAS items identify specific scenarios that can generate anxiety in students, making FLCAS a specific anxiety situation evaluation. The criteria are outlined in the 14 questionnaire items. The analysis was begun by calculating the score of each student who already answered the 14 questions in the questionnaire, after the data was collected and described, it will show whether the anxiety exists or not. This formula is used to calculate the average value of the questionnaire that has been given to students.

$$Mx = \frac{\sum x}{N}$$

Mx = mean(average)

X = Total of variable X

N = Number of sample that observed

The researcher conducted observations and interviews with students from Senior High School 2 Ponorogo in order to identify the factor causing students' speaking anxiety. Five students were chosen to participate in the interview. The questions were first written down in the interview guidelines. The respondents respond to the questions directly after the interviewer ask the questions. The researcher performs an exploratory approach with learners in twelfth grade to gather data. The researcher selected some of the students to be interviewed. The researcher starts with a broad guidance interview based on the framework and then gives the teacher and learners complete freedom to speak. The students will be interviewed in Indonesian to avoid miscommunication. The information offered by the learners at the end of the interview reveals topics.

## RESULTS AND DISCUSSION

These are the results after observation, questionnaire, and interview. The result is a student's score after answering

the questionnaire. From these results, researchers can see the level of student anxiety.

### The Existence Of Students Anxiety In Speaking English

After the questionnaire has been answered, the researcher starts scoring the students' questionnaire. There are fourteen questions in total. Horwitz et al. developed the FLCAS, which is the most widely used tool for assessing FLA (1986). A modified version of FLCAS was used in this study. The original FLCAS consists of 33 5-point items. The language anxiety scale instrument used to assess students ranged from (strongly disagree to strongly agree). The scale ranged from strongly disagree (1 point) to strongly agree (5 points). The table below displays the score of students who responded anxiously to the total number of questions.

Table 1. Students' Anxiety Score

Number	Students Initial	Score
1	AFD	39
2	AFI	32
3	ANR	55
4	BRD	55
5	ES	54
6	EDC	41
7	GMP	44
8	GRAPM	52
9	HWP	52
10	IMN	41
11	KFS	50
12	MGT	49
13	MPA	45
14	MH	45
15	MFRK	52
16	MBP	50
17	MARF	49
18	MDNS	50
19	MRN	58
20	NAP	49
21	NAD	52
22	PEW	55
23	RGS	56
24	SWAP	52
25	YRSA	37

The data above shows students speaking anxiety scores after answering a total of fourteen questions on the questionnaire. To get the average score on students' anxiety, the researcher was used the formula:

$$M_x = \frac{\sum x}{N}$$

$M_x$  = mean (average)

$\sum X$  = Total of variable X

$N$  = Number of sample that observed

$$M_x = \frac{1214}{25}$$

$$M_x = 48.56$$

The table below shows the scores that explain the various levels of anxiety, each range of scores indicates a different level of anxiety.

Table 2. The Level of Anxiety Existence

Number	Score	Level of Anxiety	Number of Students	Percentage
1	0-14	Strongly Not Exist	0	0%
2	15-28	Not Exist	0	0%
3	29-42	Neutral	5	20%
4	43-56	Exist	20	80%
5	57-70	Strongly Exist	0	0%

According to the data above, the table shown the results of the level of anxieties in students' speaking skill. The researcher concluded that 80% of students have anxiety when they speak in English. Then, 20% of students have anxiety but still can speak in English well. It concluded that students who have anxiety in speaking English are more than those who do not have anxiety in speaking English.

According to the results of 14 questions in the questionnaire that was given to 25 respondents, the category of anxiety in Speaking English is Anxiety Does Exist. It was determined from the results that the average value of the questionnaire is 48,56, indicating that anxiety exists.

From the results above, the researcher concluded that students have various levels of anxiety. It is supported by the previous study (Tanveer, 2007) that people's levels of timidity differ from others and from one circumstance to the next. According to McCroskey and Bond (1980, as referenced in Tanveer, 2007), seven factors could lead to kids becoming quiet: (1) A deficiency in mental capacity. (2) a lack of English language proficiency. (3) social introversion of one's own volition. (5) communication anxiety, (4) social estrangement (6) A poor social personality, and (7) communication norms that vary by ethnic heritage.

### The Factors of Students' Anxiety in Speaking English

The researcher conducted observations and interviews with students from Senior High School 2 Ponorogo in order to identify the factor causing students' speaking anxiety. Five students were chosen to participate in the interview. The questions were first written down in the interview guidelines. The respondents respond to the questions directly after the interviewer ask the questions.

Horwitz et al. (1986), said that there are three causes of anxiety related to performance anxieties, first is communication apprehension (CA). The second is test anxiety, and the last is fear of negative evaluation. According to the first interview results with respondents, the cause of the anxiety in Speaking English is communication apprehension, students argued that English is a difficult language to learn so they don't like or are interested in English, and also they said that they have lack of proficiency in English. There's one student who argued that he doesn't like English because it's difficult to memorize the vocabulary. The researcher also found the same problem while doing observation, most students tend to be silent during learning English.

Table 3. Anxiety and Its Causes

No	Types of Anxiety	Causes	Solution
1	Communication Apprehension	<ul style="list-style-type: none"> <li>Do not have any motivation in English because difficult to understand</li> <li>It's hard to memorize every word (lack of vocabulary)</li> <li>Rarely practice speaking English</li> </ul>	<ul style="list-style-type: none"> <li>Trying to practice speaking English with other friend</li> <li>Write every new vocabulary in a notebook</li> </ul>
2	Test Anxiety	<ul style="list-style-type: none"> <li>Feel afraid to have a presentation in front of the class using English</li> <li>Did not prepare the presentation well</li> <li>Mispronunciation makes them nervous while doing the presentation</li> <li>Eye contact with the audience</li> <li>Went blank while doing</li> </ul>	<ul style="list-style-type: none"> <li>Prepare the material to be presented</li> <li>Doing a lot of practice independently before the presentation</li> </ul>

		a presentation <ul style="list-style-type: none"> <li>Afraid to make mistakes in grammar</li> </ul>	
3	Fear of Negative Evaluation	<ul style="list-style-type: none"> <li>Feel ashamed and guilty when they make mistakes during presentations</li> <li>Afraid of being laughed at by their classmate</li> <li>Afraid of feedback or negative comment given by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Prepare the material to be presented</li> <li>Feedback given by the teacher can be used as an evaluation so students don't repeat the same mistakes</li> </ul>

From the table above, it can be concluded that there are some factors that make students feel anxiety during speaking English, such as communication apprehension, test anxiety, and fear of negative evaluation. Therefore, the factors of students' anxiety generated some causes that have been identified by the researcher. However, after the researcher conducted an interview, some students gave solutions to dealing with speaking anxiety.

According to the result of observation and interview, it concluded that most students have anxiety about speaking English. Various factors gave impacted students' anxiety. The finding has been supported by some previous studies.

From (Amalia, 2018), some students struggle when they want to speak English but are afraid of making a mistake, or when they witness a classmate speak smoothly but appear hesitant and angry about their English ability (Amalia, 2018). The result showed that many students feel anxiety because they are afraid to make mistakes. Then, according to Tanveer (2007), seven factors could lead to kids becoming quiet. One of them is a lack of English language proficiency (Tanveer, 2007). It supported the result of the interview that students would be nervous when they have a lack of English language proficiency.

Most students argued that the factors which make them nervous are grammar, pronunciation, and vocabulary. Although those are the five aspects of speaking skills, some students still have struggled with that aspects. The results are supported by Bahdi (2014). Bahdi argued there are five factors of speaking ability such as accuracy and

pronunciation, grammar, vocabulary, comprehension, and fluency (BAHDI, 2014). They also feel anxious when presentations use other languages, especially English. The finding has been supported by a previous study. EFL students are hesitant to talk in other languages because they are fearful of making mistakes and being perceived as less competent by others (Horwitz et al., 1986). Also, some students would freeze or go blank when they are nervous. This finding is similar to It (2011). Anxious students may also freeze or go blank on the test, unable to convey knowledge they already know (It, 2011).

According to Juhanna (2017), a lack of experience can lead to a lack of confidence, shyness, and quietness, all of which inhibit natural communication. As we could see from the results above, many students decrease their anxiety with good preparation, because they believed if they prepared the presentation well, they could perform better. Some students feel afraid when they have a test, in this case, doing a presentation. They argued that they feel they will fail if they don't prepare their preparation well. This finding is similar to Horwitz et al (1986), which is an approach to performance anxiety brought on by a sense of failure.

Horwitz et al (1986) said that Fear of negative evaluation can emerge in any interpersonal, evaluative situation, including an interview session or presenting in a second/foreign language class, anxiety is an extension of the second component (test anxiety) of second/foreign language anxiety. As we could see from the results above, many students feel afraid, ashamed, and guilty when the teacher gives them feedback after doing a presentation, not only feedback given by the teacher but also from classmates as well. Most classmates didn't give good feedback but they try to humiliate the presenter by making fun of their mistakes.

## CONCLUSION

Based on the result of the study, students in the twelfth grade of senior high school 2 Ponorogo have various levels of anxiety and students have different factors that make them anxious. From 25 students who have participated in this study, it found that 48.56% of students feel anxiety about speaking skills. Then, from 5 students who participated in the interview, the researcher knew that the students felt anxiety in some factors such as communication apprehension, test anxiety, and fear of negative evaluation. Students want to learn how to decrease their anxiety. It can be seen from the students' perception of how to deal with anxieties they have. Some students tried to prepare the presentation well. Also, students prepared and learned how to pronounce some words. There is one student who argued that the way he deals with speaking anxiety is by changing his mindset.

According to the results of the data, the researcher gives some suggestions for teachers and students. After the teachers read this study, teachers can identify students' anxiety, then teachers can some learning processes which make students feel confident. Students, if students afraid to make some mistakes, can open some online dictionaries to check their pronunciation. The researcher also gives some advice for the next studies. Other researchers should find some technics or media which can increase students' self-confidence.

The researcher hopes that teachers can recognize students' anxiety and the factors that make students feel anxious during speaking in English. Also, the researcher hopes this study can make students choose their style to deal with their anxieties.

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