



**EFL STUDENTS' SPEAKING ANXIETY ACROSS ACADEMIC LEVELS
IN ONLINE LEARNING DURING COVID-19**

SKRIPSI

BY:

ITAUUL HASANAH

NPM 216.010.73.039



**UNIVERSITAS ISLAM MALANG
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION DEPARTMENT**

18 JULY 2023



**EFL STUDENTS' SPEAKING ANXIETY ACROSS ACADEMIC LEVELS
IN ONLINE LEARNING DURING COVID 19**

SKRIPSI

**Presented to
Faculty of Teacher Training and Education
University of Islam Malang
in partial fulfillment of the requirements for the degree of
Sarjana in English Language Education**

BY: ★★★★★★

**ITAUH HASANAH
NPM 216.010.73.093**

UNIVERSITY OF ISLAM MALANG

**FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION DEPARTMENT**

18 JULY 2023

ABSTRACT

Hasanah, Itaul. 2023. *Efl Students' Speaking Anxiety Across Academic Level In Online Learning During Covid 19*. Skripsi, English Education Department Faculty of Teacher Training and Education, University of Islam Malang. Advisor I: Dr. Atik Umamah, S.Pd., M.Pd.; Advisor II: Dr. Hamidin, S.Pd., M.Pd.

Keywords: speaking anxiety, Foreign language anxiety, academic level

Speaking is deemed to be the most essential and complicated skill in learning a foreign language because it requires the ability to make someone or a group understand the content of speaking itself. Most of the students still struggle and find it difficult to present using the English language. One of the factors that make students find it complicated in speaking or giving a presentation is anxiety. As experiencing anxiety, most of students face several issues while speaking such as nervousness, trembling, panic, pounding, and sweating. Those several issues can hinder the students from doing their best in speaking or giving presentations. Therefore, the researcher decided to conduct research with the goal to know the level and type of anxiety faced by sophomores and juniors as well as comparing the students' level of anxiety based on the student's academic level.

A quantitative approach was used as the design of this study. The population was English third and fifth-semester students at the University of Islam Malang. The 60 students participated in this study with equal number 30 students of sophomores and juniors who had already filled out the questionnaire. The instruments were the foreign language classroom anxiety scale (FLCAS) questionnaire, which was used to examine the type as well as the level of anxiety score, which was used to know the comparison between sophomores' and juniors' anxiety levels. The techniques of this research were the researcher asked the participants to be part of this research. Then, the researcher asked the participants to fill in the questionnaire online that has been provided. To analyze the data, the researcher used Descriptive Statistics and an independent sample T-test on IBM SPSS version 20.

The result of the study showed that the levels of anxiety of sophomores and juniors were at a moderate level of anxiety with the mean score of sophomores ($M=117.70$) and juniors (107.10). It was also shown that the type of sophomores' anxiety was mostly communication apprehension ($M= 37.20$), followed by fear of negative evaluation ($M= 26.53$) and test anxiety ($M= 24.00$). While juniors mostly faced anxiety type of test anxiety ($M =45.17$), followed by communication apprehension ($M= 35.60$) and fear of negative evaluation ($M= 23.43$). Furthermore, this study also proved that there was a significant difference between the students' speaking anxiety levels across the academic level in online learning during covid 19 with a significance of 0.001 which is less than 0.05 and



the mean difference between speaking anxiety level of sophomores and juniors was at 10.6.

Based on the findings of the study, it is important for the lecturers to take action in class to get rid of students' anxiety. Also, it is needed to further researchers can examine deeply the study related to speaking anxiety between academic levels.



ABSTRAK

Hasanah, Itaul. 2023. Kecemasan Berbicara Mahasiswa Bahasa Inggris Terhadap Lintas Tingkat Akademik Dalam Pembelajaran Daring Selama Covid 19. Skripsi, Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Malang. Pembimbing I : Dr. Atik Umamah, S.Pd., M.Pd; Pembimbing II : Dr. Hamidin, S.Pd., M.Pd.

Kata kunci: kecemasan berbicara, kecemasan bahasa asing, tingkat akademik

Berbicara dianggap sebagai keterampilan yang paling esensial dan rumit dalam mempelajari bahasa asing karena membutuhkan kemampuan untuk membuat seseorang atau kelompok memahami isi dari berbicara itu sendiri. Sebagian besar siswa masih kesulitan dan kesulitan untuk mempresentasikan menggunakan bahasa Inggris. Salah satu faktor yang membuat mahasiswa kesulitan dalam berbicara atau memberikan presentasi adalah kecemasan. Seperti mengalami kecemasan, sebagian besar mahasiswa menghadapi beberapa masalah saat berbicara seperti gugup, gemetar, panik, berdebar, dan berkeringat. Beberapa masalah tersebut dapat menghambat mahasiswa untuk melakukan yang terbaik dalam berbicara atau memberikan presentasi. Oleh karena itu, peneliti memutuskan untuk melakukan penelitian dengan tujuan untuk mengetahui tingkat dan jenis kecemasan yang dihadapi mahasiswa semester 3 dan 5 serta membandingkan tingkat kecemasan mahasiswa berdasarkan tingkat akademik mahasiswa.

Pendekatan kuantitatif digunakan sebagai desain penelitian ini. Populasinya adalah mahasiswa semester tiga dan lima bahasa Inggris di Universitas Islam Malang. Sebanyak 60 mahasiswa berpartisipasi dalam penelitian ini dengan jumlah yang sama dengan 30 mahasiswa semester 3 dan semester 5 yang sudah mengisi kuesioner. Instrumen yang digunakan adalah kuesioner Foreign Language Classroom Anxiety Scale (FLCAS) yang digunakan untuk melihat jenis dan tingkat skor kecemasan yang digunakan untuk mengetahui perbandingan tingkat kecemasan mahasiswa tahun kedua dan mahasiswa tahun ketiga. Teknik penelitian ini adalah peneliti meminta partisipan untuk menjadi bagian dari penelitian ini. Kemudian, peneliti meminta partisipan untuk mengisi kuesioner secara online yang telah disediakan. Untuk menganalisis data, peneliti menggunakan Statistik Deskriptif dan independent sample T-test pada IBM SPSS versi 20.

Hasil penelitian menunjukkan bahwa tingkat kecemasan mahasiswa tahun kedua dan ketiga berada pada tingkat kecemasan sedang dengan rata-rata skor mahasiswa tahun kedua ($M=117,70$) dan mahasiswa tahun ketiga ($107,10$). Juga ditunjukkan bahwa jenis kecemasan mahasiswa tahun kedua sebagian besar adalah kecemasan komunikasi ($M= 37,20$), diikuti oleh rasa takut terhadap

evaluasi negatif ($M = 26,53$) dan kecemasan menghadapi ujian ($M = 24,00$). Sementara mahasiswa tahun ketiga paling banyak menghadapi jenis kecemasan tes kecemasan ($M = 45,17$), diikuti oleh kecemasan komunikasi ($M = 35,60$) dan takut evaluasi negatif ($M = 23,43$). Selain itu, penelitian ini juga membuktikan bahwa ada perbedaan yang signifikan antara tingkat kecemasan berbicara mahasiswa lintas tingkat akademik dalam pembelajaran online selama covid 19 dengan signifikansi 0,001 yang kurang dari 0,05 dan perbedaan rata-rata antara tingkat kecemasan berbicara mahasiswa tahun kedua dan mahasiswa tahun ketiga adalah sebesar 10,6.

Berdasarkan temuan penelitian, penting bagi dosen untuk mengambil tindakan di kelas untuk menghilangkan kecemasan mahasiswa. Selain itu, perlu peneliti selanjutnya dapat mengkaji secara mendalam kajian terkait kecemasan berbicara antar jenjang akademik.



CHAPTER 1

INTRODUCTION

The researcher discusses a few things connected to the research in this chapter. These include the study's history, the creation of the research questions, its goal, its importance, its scope and limitations, and the definition of essential words.

1.1 Background of the Study

The most important skill to develop while learning an additional language or tongue is speaking. Speaking is regarded as a challenging skill of all essential language skills while learning a foreign or second language. Speaking, which is regarded as the most crucial of the four language skills in EFL, is one of the hardest abilities for EFL learners to master, according to Bueno, Madrid, and McLaren (2006) (p. 321). Rao (2019) adds that among the fundamental competencies of the English language, speaking appears as being the most challenging because speakers must produce sentences on the fly. In contrast, it is very challenging for EFL students in the production of sentences in the absence of grammatical features and acquire sufficient vocabulary understanding. Speaking a foreign language, according to Chou (2018), is a dynamic linguistic process that involves competence, oral proficiency, and the application of strategies. Speaking constitutes difficult English language skill for EFL learners to learn since that

requires them to speak in a foreign tongue. Speaking can be the most useful talent in English. It is generally acknowledged that speaking is a key component in communication through languages. For certain individuals, speaking comes naturally, but it can also be difficult for them. Agustin (2017) asserts that when people are asked to talk in their native tongue, it is simple for them, but difficult if asked to do it in front of a large audience in a foreign language.

Speaking is divided into many parts and purposes. There have been several efforts to categorize the roles that speaking plays in interpersonal communication. The three components of speaking according to Brown and Yule (1983) are talk as engagement, transaction, and performance. While talk as a transaction places more emphasis on expression and assisting others in understanding what we require to say clearly and precisely, talk as communication, which is an interpersonal relationship done spontaneously between communicating people, and explains the way individuals effort to convey their intention to others. Talk as performance focuses more on monolog than dialog and is more similar to written language than conversational language. It describes public speaking as having a well-known pattern that conveys information in communicational activities like speeches, school presentations, and community notices. According to Rao (2019), a talk or performance is a type of partially-interactive speech delivered in front of a live audience in which the audience does not interject with the speaker during a speaking scenario. Through the question and answer (Q & A) session that often follows the speech presentation, the audience can get answers to their questions. The primary emphasis of this study is talk as performance, particularly classroom

presentations, which students commonly employed in their speaking activities to transmit and share knowledge. This is why talk as performance plays a significant part in the processes of educational activities.

For EFL learners, the presentation is really critical because it requires the ability to make someone or a group understand what we are talking about (Huda, 2018, p. 4). To speak correctly and properly, Harris (1974) stated that Pronunciation, mastering grammar, knowing a lot of words, articulacy, and understanding are the mechanisms of speaking skill that enhance speaking skills. Speaking in front of the class or making a presentation might be difficult for EFL students since it may be influenced by the same emotional elements that affect their language acquisition. According to Lathifah (2015), one of the challenges faced by speaking ability in EFL classrooms is an emotional issue that can hinder students' speaking performance that is rooted in the student's own sentiments, emotions, and beliefs. Thornbury (2005) further asserts that the affective element, or the emotional aspect of human conduct, might have an impact on the ability to speak clearly.

Numerous research on the learning of second languages has shown a variety of emotional problems that are directly connected to speaking ability. The first problem with speaking ability, according to Lathifah (2015), is a motivation deficiency, which explains the lacking a desire in learning the target language. The second problem is low self-esteem, which led students in believing about owns speaking performance wouldn't be good. Anxiety has mostly been seen as a factor that negatively affects pupils' academic performance until now. However, it

should not be seen in this manner because a certain amount of worry may also spur the student to work harder in any case.

Minghe and Yuan (2013) explained anxiety, which is typically connected closely to an emotional state of unease, mind block, doubt, nervousness, and fear, is probably understood as the most influential indicator hindering the process of language education. As explained in detail by Spielberger(1983), cited in Horwitz, et.al, (1986, p.125) that one of the psychological variables that exert significant influence on the anxiety of EFL learners, has been defined as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system". Feelings of being burdened, unease, worry, apprehension, and even dismay can be brought on by anxiety. Students who experience anxiety have trouble focusing, lose things easily, perspire, and have palpitations. They engage in acts of avoidance like skipping class and putting off doing their schoolwork. An emotional factor in language acquisition is known to be the dynamic mental concept known as anxiety. It follows that the development of linguistic learning is now influenced by language anxiety, either favorably or unfavorably. According to Minghe and Yuan (2013), little anxiety can help people focus on learning, however, excessive anxiety might result in an undesirable impact on individuals' presentation and lead to poor results through concern and doubt about oneself.

According to Sabah (2018), some students have suggested that learning and using a foreign language in a classroom setting is frequently an "issue" (p. 27). Despite their lack of preparation in learning the language and their worries about

what other people might receive their English speech, many students experience anxiety. Students who are anxious often believe they are incapable of handling a situation because they fear seeming silly and inept in front of their peers. As a result, they will perceive language acquisition as a dangerous scenario. According to Lucas et al. (2011), MacIntyre and Gardner (1994, as quoted in Lucas), worried students found it problematic to articulate personal opinions which frequently underrate their own talents (p. 95). Thus, they will avoid taking part in classroom activities, feel pressure from others to avoid making mistakes, and be less likely to undergo the learning tasks since they would view language acquisition as a painful experience. Such a mindset, in particular the refusal to exert effort, has a crippling impact on expressive language classes because it is well known that exerting effort to use the language is crucial for learning a second language. Because studying a new tongue is only considered successful if a person can speak it well enough for others to understand, speaking a foreign language or English may be difficult for them.

English foreign language (EFL) learners did not only feel anxiety when they were in face-to-face foreign language classroom learning, but they also had the same of this kind of anxiety when they were in distance or online learning. As stated by Bollinger (2017) that the tangible absence of instructors and colleagues, the remotesetting, and the lacking non-verbal cues like facial language and gestures, aside from difficulties of components such as pronunciation and vocal recognition increases the difficulties encountered by students in online learning. Affective aspects, like anxiety, might cause vital changes in the behavior of

distance or online learners(p. 14). According to Gardner and Macintyre (1993) as well as Mitchel and Myles (2004), p. 48, "Language anxiety is considered as a consistent personality that features relating to the inclination to respond in an anxious way while speaking in another language".When a person learns a language other than their native tongue, they might feel foreign language anxiety, which is known as an emotional condition with accompanying physiological and behavioral features (Huda, 2018, p. 19).

In addition to these factors, anxiety is also linked to the use of digital learning tools, anxiety about language learning, and common anxiety about their home situation, as well as a global pandemic. Russel & Murphy (2020) also revealed that students not only lack knowledge of educational technology, but many might lack the competence to grow in an online setting, which allowed individuals to be disciplined and more responsible for their own learning. In addition to the basic categories of anxiety depending on learners' anxiety level, this form of anxiety is brought on by a persistence of disbelief in own ability across the board. Based on the explanation of MacIntyre and Gardner (1991, p.87), trait anxiety may be defined as the propensity for a person to feel worried in any scenario when performing a certain activity.

However, feeling anxious and nervous cannot be avoided or eliminated. It is hard for EFL learners not to be anxious when asked to speak English during learning or in online learning. This anxiety can be the debilitating or facilitative role for them to learn the English language. According to (Young 1991, Horwitz, 2001, cited in Sabbah 2018)Anxiety affects people in two ways. It might either

inspire students or deter them (p. 14). This relies on how educators, parents, and students approach this problem.

Researchers have undertaken several studies on students' speaking fear. The study performed by Sutarsyah (2017) found that students with strong speaking performances were likely to have less anxiety than the students with a higher level, while Sabbah (2018) revealed that the dread of the test took the greatest means in the finding of the student's test anxiety. Another result of a study conducted by Chou (2018) discovered that as contrasted with students getting partial EMI, those receiving complete EMI experienced reduced anxiety about speech, better confidence in speaking English, and more favorable views about English learning. Similar findings were made by Bollinger (2017), who discovered that while conventional and distance learning students did not vary in terms of accomplishment, the former were less nervous than the latter.

According to Pichette (2009), there are no differences in the anxiety profiles of classroom and online students. He discovered that whereas perceived feelings of anxiety remained high in those who took classes in person at the intermediate and advanced levels, they tended to decline among more experienced learners of languages when they learned remotely. After some time in the new environment and getting used to the instructional system and course materials, remote language learners seem to be less worried compared to their colleagues in traditional, classroom settings.

From the reviews of several previous studies, the researcher found the gap that most studies did not emphasize the anxiety of the students speaking anxiety

across academic levels and one study only focused on the type of anxiety but did not look into the differences between academic levels. Therefore, this study wants to investigate the students' language anxiety levels between sophomores and juniors in online learning which teachers and students are not accustomed to providing education through remote technologies, while it helps them to remain linked and involved from their home, and looks at the differences in students' language anxiety levels founded on academic degrees.

1.2 Research Question

Based on the background above, the researcher expresses the problem as follows:

1. What are the levels and types of speaking anxiety of sophomore and junior students during online learning?
2. Is there any significant difference between the students' speaking anxiety levels based on students' academic levels in online learning during covid 19?

1.3 Objectives of the Study

Based on the background of the study, the objective of the study can be formulated as follow:

1. To identify the students' speaking anxiety levels and the types of FLA between sophomores and juniors
2. To know the differences between the students' speaking anxiety levels on students' academic levels.

1.4 The hypothesis of the Study

Based on the research problems of this study, the researcher formulated the hypothesis as follows:

- H_a : There is a significant difference between the students' speaking anxiety levels across students' academic levels.
- H_0 : There is no significant difference between the students' speaking anxiety levels across students' academic levels.

1.5 Significance of the Study

There are practical significance and theoretical significance down here. The Significance of Theoretical, the finding of this study will give more understanding of the EFL learners' speaking anxiety level and their types of anxiety among sophomores and juniors students. The Significance of Practical, this study also can give additional information to the lecturers about students' foreign language anxiety and expect they can make solutions to minimize or reduce the students' speaking anxiety. To further researchers, this study can be a reference and give more information for conducting other research related to EFL learners speaking anxiety.

1.6 Scope and Limitation of the Study

The researcher focuses on the levels and types of the student's speaking anxiety and the differences in students' foreign language anxiety levels based on the academic level of English Department students who experienced online learning during the Covid-19 pandemic at the University of Islam Malang. This study was limited only to a small sample size of the third and fifth-semester

students who experienced emergency remote learning during covid 19 outbreak. Also, the study was limited to only quantitative studies.

1.7 Definition of Key Terms

To prevent misunderstandings and ambiguity, the explanation of a crucial phrase is supplied. Some of the words used in this study require definition.

1. The term speaking in this study refers to a presentation, a speech given to a live audience and the audience does not interrupt the speaker's speech performed by the third and fifth-semester students of the English department at the University of Islam Malang during the Covid-19 outbreak.
2. Anxiety is some feeling of worry, fear, dread, and nervousness that attacked the EFL learners during a presentation during emergency remote learning in the Covid-19 outbreak. In this term of study, the researcher wants to know the students' speaking anxiety in emergency remote learning during Covid 19 pandemic based on the FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire.
3. Academic levels indicate the level of academic that learners can be characterized as being in a more initial or mature development range.
 - Sophomores in college are also known as second-year students. The participants of this study are the third-semester of students in their second semester.
 - Juniors typically are known as third-year students. During this stage, classes are starting to get harder because there are not as many introductory classes as in the first and second years. The third year of

students in the fifth semester was also taken to be the participants for this study.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides recommendations for students, teachers, and the next researcher in addition to the conclusion based on the findings and discussion to address the study issue.

5.1 Conclusion

The result of the study indicated that the overall students including juniors and sophomore students have a score of speaking anxiety ranging from medium to high level and no student is at a low level of speaking anxiety in online learning. The study also discovered that sophomore students have higher overall speaking anxiety, they also have a higher percentage of high-level anxiety compared to junior students. The study also indicated that sophomore students contributed Communication Apprehension (CA) as the most affecting type to them, followed by Fear of Negative Evaluation (FNE) and Test Anxiety (TA). While Test Anxiety (TA) contributed the most chosen type for junior students followed by Communication Apprehension (CA) and Fear of Negative Evaluation (FNE).

The result of the independent t-test on the speaking anxiety level based on the FLCAS questionnaire shows the difference in speaking anxiety levels from both sophomore and junior students across their academic levels. This confirms the hypothesis alternative H_a and rejects the null hypothesis. In this case, it indicated

that there is a significant difference between speaking anxiety levels of sophomore and junior students across the academic level.

5.2 Suggestion

Based on the findings and study limitations, the researcher offers advice that might be helpful to future researchers.

It is recommended for learners to develop English proficiency to develop self-confidence in speaking to counter the effect of speaking anxiety in any situation of learning especially in online learning.

For teachers, it is recommended to develop various learning styles and online classroom environments to help the students in keeping up with the change in teaching in online learning settings.

For the next researcher focusing on researching English-speaking anxiety, it is suggested to include variables that are not included in this study such as CEFR-based level of English proficiency. It is also suggested to study higher education levels who have completed English proficiency tests such as TOEFL to gain a more precise depiction of students' English proficiency.

REFERENCES

- Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope Construct of Foreign Language Anxiety; The Case of Students of Japanese. *Modern Language Journal* (78), 155-167.
- Arnold, J. (1999). *Affect in Language Learning*. Cambridge: Cambridge University Press.
- Bailey, K. M. (2005). *Teaching English Foreign Language*. Unpublished Thesis. Monterey Institute of International Studies (USA).
- Bollinger, A. S.; (2017). *Foreign Language Anxiety in Traditional and Distance Learning Foreign Language Classrooms*. A dissertation of liberty university.
- Brown, G., Yule, G. (1983). *Teaching The Spoken Language*. Cambridge: Cambridge University Press.
- Brown, H. D. (2002). *Principles of Language Learning and Teaching*. New York: Addison Wesley Longman, Inc.
- Brunkart, G. S. (1998). *Spoken Language What It Is and How to Teach It*. Washington DC.
- Bueno, A., Madrid, D., McLaren, N. (2006). *TEFL In Secondary Education*. Granada: Editorial universidad de granada.
- Campbell, C. (1999). *Language Anxiety in Men and Women: Dealing with Gender Differences in the Language*. Boston: McGraw-Hill.
- Cheng, Y., Horwitz, E., Schallert, D. (1999). Language Anxiety: Differentiating Writing and Speaking Components. *Language Learning*, 49, 417-446.
- Chou, M. H. (2018). Speaking Anxiety and Strategy Use for Learning English as a Foreign Language in Full and Partial English Medium Instruction Context. *Tesol Quarterly*, 52 (3).
- Daly, J. (1997). *Avoiding Communication: Shyness, Reticence, and Communication Apprehension*. Cresskill: New Jersey: Hampton Press.
- Dornyei, Z. (2005). The Psychology of the Language Learner: Individual Differences in Second Language Acquisition. *Lawrence Erlbaum Associates*.

- Dornyei, Z. (2001). *Teaching and Researching Motivation*. London: Pearson Education.
- Dutra, R., Finger, I. (2020). Age and Proficiency in Foreign Language Anxiety. *Caderno de Letras*, Vol, 35, Issue 2, Set-Dez - 2019 - ISSN 0102-9576
- Erdiana, N. (2020) A Study of Anxiety Experienced by EFL Students in Speaking Performance. *Studies in English Language and Education*, 7(2), 334-346, 2020
- Gardener, R. (1985). *Social Psychology and Second Language Learning: The Role of Attitude and Motivation*. London: Arnold.
- Gardner, R., MacIntyre, P. (1993). *A Student's Contributions to Second-Language Learning, Part II: Affective Variables* (Vol. 26).
- Harmer, J. (2001). *The Practice of English Language Teaching* (3rd ed.). Longman.
- Harris, D. (1974). *Testing English as a second language*. New York: McGraw-Hill Book Company.
- Henter, R. (2014). *Affective Factors Involved in Learning a Foreign Language*. Elsevier.
- Heriansyah, H. (2012). Speaking Problems Faced by the English Department Students of Syiah Kuala University. *Lingua Didaktika*, 6 (1).
- Horwitz, E. K., Young, D.J. (1991). *Language Anxiety: From Theory & Research to Classroom Practice*. Englewood Cliffs, Nj: Practice Hall.
- Horwitz, E. K. (2008). *Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching*. New York: Pearson.
- Horwitz, E.K., Horwitz, M.B., Cope, J.A. (1986). Foreign Language Classroom Anxiety: Language Anxiety From Theory and Research to Classroom Implications. *New Jersey; Practice Hall*.
- Hossain, M. I. (2015). Teaching Productive Skills to the Students: A Secondary Level Scenario. *A Thesis of BRAC University*.
- Huda, N. L.A. (2018). Speaking Anxiety in the Presentation of EFL Students. *A Thesis of UIN Walisongo Semarang*.
- Juhana. (2012). Psychological Factors that Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia). *Journal of Education and Practice*, 13 (12), 100-10.

- Lathifah, S. (2015). Affective Issue in Speaking Faced by English and Accounting Department Students. *A Thesis of Semarang State University*.
- Leech, G. (1974). *Semantics*. England: Penguin Books.
- Leong, L. M., Ahmadi, S. M. (2017). *An Analysis of Factors Influencing Learner's English Speaking Skill*. International Journal of Research in English Education.
- Lubis, J. Z. (2018). Improving Students' Speaking Skill Through Party Jokes at the Tenth Grade of MAN 2 Model Medan in 2017/2018 Academic Year. *A Thesis of The State Islamic University (UIN) of North Sumatera Medan*.
- Lucas, R. I. (2011). English Language Learning Anxiety among Foreign Language Learners in the Philippines. *Philippine ESL Journal*, 7.
- MacIntyre, P., Gardner, R. (1991). Methods and Results in the Study of Anxiety and Language Learning: A Review of the Literature. *Language Learning*, 41, 85-117.
- McDonough, J. (2013). *Materials and Methods in ELT: A Teachers' Guide*. John Wiley & Sons Inc.
- Menggo, S., Budiarsa, M., Suastra, I. M., Padmadewi, N. N. (2019). Speaking for Academic Purposes Course: An Analysis of Language Functions. *E-Journal of Linguistics*, 13 (2).
- Minghe, G., Wang, Y. (2013). Affective Factors in Oral English Teaching and Learning. *Canada Higher Education of Social Science*, 5 (3).
- Oteir, I. N., Al-otaibi, A. N. (2019). Foreign Language Anxiety: A Systematic Review. *Arab World English Journal (AWEJ)*, 3 (21).
- Oxford, R. L., Ehrman, M. (1992). Second Language Research on Individual Differences. *Annual Review of Applied Linguistics*, 13, 188-205.
- Philips, E. (1992). The Effect of Language Anxiety on Students' Test Oral Performance. *Modern Language Journal*.
- Pichette, F. (2009). Second Language Anxiety and Distance Language Learning. *Foreign Language Annals*, 42 (1).
- Prayuda, F. E. (2019). Factors Affecting Students' Speaking Skill at The Third Semester in Universitas Muhammadiyah Kota Bumi. *A Research Paper of University Muhammadiyah Kota Bumi*.

- Prayuda, F. E. (2019). *Factors Affecting Students' Speaking Skill at The Third Semester in Universitas Muhammadiyah Kota Bumi*. Unpublished Thesis. University Muhammadiyah Kota Bumi .
- Rao, S. P. (2019). The Importance of Speaking Skills in English Classrooms. (ACIELJ, Ed.) *Research Gate*, 2 (2).
- Richard , J., Schmidt, R. (2002). *Dictionary of Language Teaching and Applied Linguistics*. London: Longman.
- Richard, J., Lockhart, C. (2001). *Reflective Teaching In The Second Language Classroom*. New York: Cambridge University Press.
- Robinson, P. (2001). *Cognition and Second Language Instructions*. Cambridge: Cambridge University Press.
- Rogińska, M. (2016). *Overcoming Polish Adult Learners' English Anxiety in Speaking*. World Scientific News.
- Russel, V., Murphy, J. K. (2020). *Teaching Language Online: A Guide to Designing, Developing, and Delivering Online, Blended, and Flipped Language Courses*. New York: Routledge.
- Sabbah, S. (2018). Anxiety in Learning English as Second Language at Tertiary Stage; Causes and Solution. *European Journal of English Language and Literature Students*, 6 (1).
- Seligman, M., Walker, E.F., Rosenhan, D.L. (2000). *Abnormal Psychology*. New York: W.W Norton & Company Inc.
- Spielberger, C.D. (1983). *Manual for the State-Trait-Anxiety Inventory (from Y)*. Palo Alto CA: Consulting Psychologists Press.
- Spolsky, B. (1998). *Condition For Second Language Learning*. Oxford: Oxford University Press.
- Stuart, G.W., Laraia, M.T. (2005). *Principles and Practice of Psychiatric Nursing* (8th ed.). St. Louis: Mosby Booc Inc.
- Sutarsyah, C. (2017). An Analysis of Student Speaking Anxiety and its Effect on Speaking Performance. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistic)*, 1 (2).
- Thornbury, S. (2005). *How To Teach*. Harlow: Longman.

- Tuan, N. H., Mai, T. N. (2015). Factors Affecting Students' Speaking Performance at Le Thanh Hien High School. *Asian Journal Of Educational Research*, 3 (2).
- Venderkevent. (1990). *Teaching Speaking and Component of Speaking*. New York: Cambridge University Press.
- Watson, D., Friend, R. (1996). Measurement of Social Evaluative Anxiety. *Journal of Consulting and Clinical Psychology*, 33.
- Woodrow, L. (2006). Anxiety and Speaking as a Second Language. *RELL Journal*, 37.

