

ENGLISH EDUCATION JOURNAL (E2J)

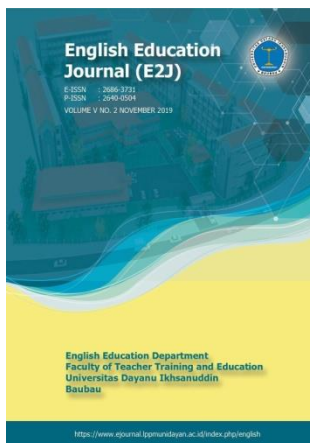
Research journal

<https://www.ejournal.lppmunidayan.ac.id/index.php/english>

E-ISSN:2686-3731

P-ISSN:2460-0504

Author's Correspondence Email:
netyandris@gmail.com



Publisher:
**English Education Department
Faculty of Teacher Training and
Education
Universitas Dayanu Ikhsanuddin**

Address:
Jl. Sultan Dayanu Ikhsanuddin No. 124
Baubau, post code 93724
Southeast Sulawesi, Indonesia

THE CORRELATION BETWEEN STUDENTS' SPEAKING ANXIETY AND SPEAKING ABILITY AT SMA NEGERI 4 BAUBAU

Nety¹⁾, Bagas Purnomo²⁾

¹⁾Lecturer, ²⁾Author

English Education Department, Universitas
Dayanu Ikhsanuddin
Jl. Sultan Dayanu Ikhsanuddin No. 124
Baubau, Southeast Sulawesi, Indonesia

Article Info

Article history:

Received: 15/04/2023

Received in revised form: 30/04/2023

Accepted: 01/05/2023

Abstract

The problem statement of this research was whether there was a significant correlation between students' speaking anxiety and speaking ability at SMA Negeri 4 Baubau. This research aimed to determine whether there was a significant correlation between students' speaking anxiety and speaking ability at SMA Negeri 4 Baubau. The method of this thesis was an ex post facto method. The population of this research was the grade eleven students at SMA Negeri 4 Baubau in the school year of 2022/2023 which consisted of a total population was 287 students. The technique of sample used in this research was simple random sampling and the sample of the research was 50 samples. The research was carried out by using a questionnaire and a test as the instruments. The questionnaire was used to find out the category of students' speaking anxiety and the test was used to find out the category of students' speaking ability. The data obtained using the questionnaire and test then were analyzed by descriptive statistical analysis, prerequisite analysis, and inferential statistical analysis. Based on the result of this research, it concluded that the Sig. value was 0.001. Because of the Sig. value was higher than 0.05, which meant that H_a was accepted and H_0 was rejected. It meant that there was any significant correlation between students' speaking anxiety and speaking ability on grade eleven students at SMA Negeri 4 Baubau.

Keyword: Speaking anxiety, speaking ability

Abstrak

Rumusan masalah dari penelitian ini adalah apakah ada hubungan yang signifikan antara kecemasan berbicara siswa dan kemampuan berbicara di SMA Negeri 4 Baubau. Penelitian ini bertujuan untuk mengetahui apakah terdapat hubungan yang signifikan antara kecemasan berbicara siswa dengan kemampuan berbicara di SMA Negeri 4 Baubau. Metode penelitian ini adalah metode *ex post facto*. Populasi penelitian ini adalah siswa kelas sebelas SMA Negeri 4 Baubau tahun ajaran 2022/2023 yang berjumlah 287 siswa. Teknik pengambilan sampel yang digunakan dalam penelitian ini adalah *simple random sampling* dan jumlah sampel penelitian adalah 50 sampel. Penelitian ini dilakukan dengan menggunakan angket dan tes sebagai instrumennya. Angket digunakan untuk mengetahui kategori kecemasan berbicara siswa dan tes digunakan untuk mengetahui kategori kemampuan berbicara siswa. Data yang diperoleh dengan menggunakan kuesioner dan tes kemudian dianalisis dengan analisis statistik deskriptif, analisis prasyarat, dan analisis statistik inferensial. Berdasarkan hasil penelitian ini disimpulkan bahwa Sig. nilainya adalah 0,001. Karena Sig. lebih besar dari 0,05 yang berarti H_a diterima dan H_0 ditolak. Artinya ada hubungan yang signifikan antara kecemasan berbicara siswa dan kemampuan berbicara pada siswa kelas sebelas SMA Negeri 4 Baubau.

Kata kunci: kecemasan berbicara, kemampuan berbicara

1. INTRODUCTION

As an EFL (English Foreign Language) there are four skills that we have to mastered, and one of them is speaking. Someone can be said to master English if he can mastered speaking skill. Speaking is a way for student to express their knowledge and to share their feelings and performance well. When someone want to express their feelings, they should talk or speak clearly, fluently, and accurately so other people can understand what their say. So student must have the ability to speak English well or a capability to speak English very good. If student has a capability in speaking English, it will help them to find the access to many place, many good jobs, in many different way, because English is the international languages.

As a foreign language, speaking sometimes can be a very difficult subject to mastered, because we have to know about pronunciation, vocabulary, grammar and other study subject. Especially in Indonesia lack of knowledge make speaking is more difficult, the influence of neighbor, circle of friendship and geography sometimes makes student feel bored to study English. Especially speaking subject. Speaking is one of the important to be mastered or acquired by student because speaking involves oral communication and communication is one of the important things that can help us know more about anything.

Based on the field observations conducted by the writer, it was found that many students were not fluent or unable to speak English fluently and well. Of course there are many factors that affect students' speaking ability, one of which is anxiety and fear. Students experience a lot of anxiety in speaking ability, especially for speaking in class or in public spaces. Based on that phoneme the writer wants to know how much influence, correlation and relationship between speaking anxiety can affect students' speaking ability. Because based on the phoneme above the writer pretty sure if between that two variable, the anxiety may have effect to student speaking ability. For example there are many student in SMA Negeri 4 Baubau cannot speaking English well because their shy and feel anxious to speak also their lack of vocabulary and less motivation to study. So that makes them has a low ability in speaking.

There are many factors that influence speaking skill for student, and one of them is anxiety. According to Rajanthran, et al [1] anxiety is feelings of frustration, dissatisfaction and worry are nearly to anxiety problem.in additional, Haskin, et al [2] argue that anxiety occurs when a person unable to do something and it caused the feeling of fear and a lack of self-esteem. It means that anxiety is a factor that students should avoid or decreased if they want to mastered speaking skill. According to Tarigan [3] stated that speaking is the ability to feel

the articulation of sounds or words that express, state, convey thoughts, ideas and feelings. When someone speak English to other or even foreigner without a good pronunciation and structure, it will hard to understand and will occupy miss communication between them. It may cause the listener would get wrong and incorrect information because he or she couldn't speak properly.

A research was conducted by Mulyani [4] on intermediate school student in the state of Riau. The purpose of this research is to find out the correlation between students' anxiety level and their speaking ability at the second year of senior high school 1 Enok Indragiri hilir regency. From the research the result is there is a relationship between students' anxiety level and their speaking ability because the score showed that the student have middle score of anxiety and it impact on their speaking ability is also have middle relationship from student anxiety level on their speaking ability.

Based on the description above, the purpose of this research was to find out whether the correlation between speaking anxiety and speaking ability on grade eleven students at SMA Negeri 4 Baubau

1.1 Speaking Anxiety

Anxiety is characterized by a conflicted sense of anxiety and worry about potential feelings. According to Chaplin [5]. Concern is the sensation of fear or concern over a potential future challenge, which you experience for no discernible reason. Durand et al [6]. Because it is impossible to predict or have any control over the future, anxiety is a future-focused mood state defined by worry.

The emotion of worry about the future is anxiety. Speaking anxiety is a fear or communication concern that appears when a learner is expected to perform in the second or foreign language, according to Gardner and Macintyre[7]. The fear of tension and anxiety that a person feels when learning or utilizing a second or foreign language is known as foreign language anxiety, sometimes known as xenophobia. According to Terrel and

Brown [8] anxiety is the sense of tension, uncertainty, nervousness, and worry that is brought on by an autonomic nervous system activation..

Based on the expert's previous theory, the writer comes to the conclusion that speaking anxiety is a condition where students encounter circumstances that can impair their abilities, such as anxiety or fear that develops because they are afraid of receiving a negative evaluation of themselves, so that anxiety or fear affects them and causes them to feel insecure about themselves. Speaking anxiety is a phenomenon, but it also has a significant impact on students' psychology, leading them to believe that they are not excellent at learning, especially speaking. Students start to worry about a test they will take in the future when they realize that the test is not what they anticipated.

According to Horwitz & Cope [9], communication anxiety, test anxiety, and fear of receiving a bad grade are the three elements that influence speaking anxiety.

1) Communication apprehension

Communication apprehension as a form of negative reaction from individuals in the form of anxiety experienced by individuals every time they communicate, both interpersonal communication, public communication and mass communication. Burgoon et al [10]

2) Text Anxiety

Anxiety is a frequent symptom when something important in a person's life arises, and it is seen to be psychologically normal. As a result, those who suffer with text anxiety experience significant tension and worry when taking tests. Anxiety before a test can affect everyone, regardless of age.

3) Fear of negative evaluation

Fear of negative evaluation or FNE is a psychological construct. Ardi Marwan [11] state that Negative thinking to the presents to avoid every single thing about the language learning includes preparation for classroom activities or a test. In addition, the inability to understand what

is being said in the classroom often lead to communication apprehension Worde [12].

1.2 Speaking Ability

According to Brown [8], there are five basic types of speaking; they are imitative, intensive, responsive, interactive, and extensive.

1) Imitative speaking

Is the ability to parrot back a word or phrase or a sentence. Some examples are limited picture-cued, reading aloud, sentence and dialogue completion, and directed response exercise.

2) Intensive speaking

A limited amount of language is produced during intensive speaking in a tightly controlled environment. This can be demonstrated by reading aloud from a book or giving a direct answer to a simple question.

3) Responsive Speaking

Respondent speaking is a type of communication that tends to be somewhat brief, courteous small talk, direct comments and requests, and similar interactions. Interactive speech; complex discourse that occasionally involves a large number of people and/or several exchanges.

4) Interactive Speaking

Interactions over the phone and in person are examples of interactive speaking situations. In these circumstances, we switch between listening and speaking and have the option of asking our conversation partner to repeat something or speak more slowly.

5) Extensive Speaking

A small quantity of language is created through prolonged speech in a regulated setting. This can be demonstrated by reading aloud from a book or giving a direct answer to a simple question. At this level, achieving a particular level of grammatical or lexical skill serves as evidence of proficiency.

According to Nunan [13], this consists of generating orderly verbal utterances that

convey meaning. Foreign language learners find it particularly difficult to communicate because effective oral communication involves appropriate language use in social contexts, according to Kang Shumin in Richard's book [14]. This belief holds that speaking gives more weight to a person's ability to articulate thoughts through language, whether those ideas take the form of expression, reports, etc.

Speaking is one of the skills required to learn a language. Brown[15], Claims. Speaking is defined as an interactive activity that involves the creation, reception, and processing of information.

Speaking ability is, in other words, the capacity to use language or words to express thoughts in a natural voice. Speaking also represents the ability to apply language knowledge to interpersonal interactions.

Ideas that are formed and organized with the needs of the listeners. Speaking is a tool that directly communicates to the audience whether the speaker or listener is paying attention and showing enthusiasm. In conclusion, speaking is the method of communication that results in a set of words or utterances, and the listener only picks up on sounds or the correct pronunciation of words during the communication process. Its goal is to inform readers about something. Therefore, there is a connection between speaking and listening skills. They are both filling the others.

2. METHOD OF RESEARCH

2.1 Design of the Research

In this research, the writer used a quantitative approach and correlation design of ex-post-facto method. Ex-post-facto method is a method that refers to the treatment or manipulation of the independent variable that already happened before so the researcher does not have to do the treatment anymore but only observed the effect on the dependent variable. The Purpose of this research is aimed to find out is there any correlation between student speaking anxiety and speaking ability on eleven grade students at SMA Negeri 4 Baubau.

The variable in this study consisted of two variables, namely the independent variable (X) and the dependent variable (Y). The independent variable in this research was Speaking anxiety and the dependent variable in this research was speaking ability.

In this research, the writer took eleven grade students of SMA Negeri 4 Baubau which consists of 50 samples from 287 students. The technique sample of this research was simple random sampling.

The instrument of this research was a questionnaire and tests were used in this research. The questionnaire was Foreign Language Classroom Anxiety Scale (FLCAS) Second Language Writing Anxiety Scale by Horwitz [9]. This questionnaire consists of 33 items which divided into three categories. They were communication apprehension, test anxiety, and fear of negative evaluation. For speaking ability, it was used speaking ability criteria by Brown [13]. This criteria consists of 5 items of grammar, vocabulary, comprehension, fluency, and pronunciation and by using Likert Scale [16]

2.2 Technique of Data Collection

The following were the technique of data collection that was applied by the writer in collecting data for the research. The writer gathered the students in a class then the writer distributes the instrument which is a questionnaire and oral test to the students. Before the writer gives the questionnaire and the test to the students, the writer explains what the test and the questionnaire are about and how to fill or answer the questionnaire first to the students; the writer monitors the students during the session until they are done.

2.3 Technique of Data Analysis

The data analysis used in this research is descriptive statistics which to know mean, mode, median, and the distribution of the score such as variance, standard deviation and range. Prerequisite analysis which to know if the data was homogeny and linear using homogeneity test and linearity test, and inferential statistics which to tested the

hypothesis using correlation test. The score of these data calculates by using the SPSS program 29.

3. FINDING AND DISCUSSION

3.1 Findings

In this findings discuss about research finding of data analysis. There were 3 types of data analyze in this research, namely descriptive statistic, perquisite statistic and inferential statistic. Descriptive statistic conduct the mean, mode, median, variance, standard deviation, range, minimum and maximum score of speaking anxiety and speaking ability on grade eleven students'. Pre-requisite statistics discuss about normality and linearity test, and inferential statistic discusses the data about hypothesis.

3.1.1 Descriptive Statistics

a. Speaking Anxiety Questionnaire

There were 50 students at eleven grade student as the research samples, who were asked to fill out a total of 33 questions to collect their scores of anxiety. The questionnaire consisting of 5 choices using Likert scale. The result of the questionnaire test can be describing as follows;

Table 12. Descriptive Statistics of Speaking Anxiety

No	Item	Score
1	Mean	102.34
2	Median	103.00
3	Mode	88
4	Std. Deviation	13.475
5	Variance	181.576
6	Range	46
7	Minimum	78
8	Maximum	124

From the data above, it can be concluded that the mean value was 102.34, the median value was 103.00, mode 88, standard deviation 13.457, variance 18.576, range 46, minimum 78 and maximum 124.

Table 13. Criteria of Speaking Anxiety

Criteria		Range	Freq	Perce nt
Valid	very low	33-82	3	6,0
	low	83-89	9	18,0
	moderate	90-98	8	16,0
	high	99-108	9	18,0
	very high	109-165	21	42,0
	Total		50	100,0

Based on the table above, it can be described that there was 3 students or 6% who have a very low level of anxiety in the range 33-82, and 9 students or 18% with a low level of anxiety in the range 83-89, and 8 students or 16% with moderate level of anxiety in the range 90-98, 9 students or 18% with high level of anxiety in the range 99-108, and 21 students or 42% with very high level of anxiety in the range 109-165. With a majority of student got very high category of anxiety, it can be concluded that level anxiety from eleventh grade students was at a very high level of anxiety.

b. Speaking Ability Test

In the speaking test there was 50 students who was asked to do a speaking test about "daily routine" to find out how high the students' speaking ability by using the criteria that have been described in the previous chapter. From the result of the speaking ability test by the students, it can be described in the following table;

Table 14. Descriptive Statistics of Speaking Ability

No	Item	Score
1	Mean	50.96
2	Median	48.00
3	Mode	48
4	Std. Deviation	11.817
5	Variance	139.631
6	Range	44
7	Minimum	36
8	Maximum	80

From the table above it can be described that the mean was 50.98, median was 48.00, mode was 48, standard deviation was 11.817, variance was 13.631, range was 44, minimum was 36 and maximum was 80.

Table 15. Criteria of Speaking Ability

Criteria		Range	Freq	Perce nt
Valid	Poor	≤55	34	68,0
	Moderate	56-70	10	20,0
	Good	71-85	6	12,0
	Very good	86-100	0	0
	Total		50	100,0

From the result of the data above, it can be described that there was 34 students or 68% who got the poor category in range ≤55, 10 students 20% in the moderate category in range 56-70, 6 students 12% in the good category in range 71-85, and 0 students or 0% in the very good category in range 86-100. Based on the majority from 34 students who got poor category in the data, it can be concluded that the students scored in the poor category in the speaking ability test.

3.1.2. Prerequisite Analysis

In the prerequisite analysis, two variables was tested whether they run normally and linearly between variables x and variable y so that the hypothesis can be tested later.

a. Linearity Testing

Linearity test was conducted to find out whether the two variables have a linear connection or not. A linear connection exists between the two variables if sig. on the line Deviation from linearity greater than 0.05 or by comparing the estimated value of F listed in the ANOVA table from the output of the SPSS application with F table. The result of the linearity test can be seen in the following table;

Table 16. Linearity Testing Statistical Analysis

		Sum of Squares	df	Mean Square	F	Sig.
students speaking ability* students speaking anxiety	Between Groups	(Combined) 5419,253	31	174,815	2,212	0,040
		Linearity 3079,401	1	3079,401	38,961	0,000
		Deviation from Linearity 2339,853	30	77,995	0,987	0,527
Within Groups		1422,667	18	79,037		
Total		6841,920	49			

Based on the table above, the value of Sig. Deviation from linearity was 0.527. Then the value Sig. Deviation from linearity was greater than the value of α (0.05). Due to the sig value. Deviation from linearity was greater than 0.05 ($0.527 > 0.05$). This means that relationship of the independent variable to the dependent variable was linear, because the above data was normally and linearly distributed then, a statistical inferential test was carried out by using the Pearson Correlation moment.

b. Homogeneity Test

From the data the writer found out whether the data was homogeny or not by using SPSS program 29.

1) Homogeneity Test of Students' Anxiety

The result was in the following table

Table 17. Homogeneity test of students' anxiety

Levene Statistic	df1	df2	Sig.
0,006	1	48	0,937

If the probability value or critical value of the homogeneity test was more than or equal to the level of significance alpha (α) as indicate (sig. ≥ 0.05). Then the data was full filed homogeny. The data was calculating using SPSS program 29. Because the result was 0.937 the data was bigger than 0.05 ($0.937 \geq 0.05$). The data was homogeny.

2) Homogeneity Test of Students' Ability

Table 18. Homogeneity Test of Speaking Ability

Levene Statistic	df1	df2	Sig.
2,246	1	48	0,140

If the probability value or critical value of the homogeneity test was more than or equal to the level of significance alpha (α) as indicate (sig. ≥ 0.05). Then the data was full filed homogeny. The data was calculating using SPSS program 29. Because the result was 0.140 the data was bigger than 0.05 ($0.140 \geq 0.05$). Then the data was homogeny.

3.1.3. Inferential Statistics

Inferential statistics was presented as a result of hypothesis testing using SPSS version 29 using Pearson Correlation Coefficient analysis. Used to prove whether the hypothesis was rejected of accepted.

The result of Pearson Correlation statistical analysis can be seen in the following table;

Table 19. Correlation Table

		students speaking anxiety	students speaking ability
students speaking anxiety	Pearson Correlation	1	-.671**
	Sig. (2-tailed)		0,001
	N	50	50
students speaking ability	Pearson Correlation	-.671**	1
	Sig. (2-tailed)	0,001	
	N	50	50

Based on the correlation table above, it can be concluded that the score of Pearson Correlation is 0.-671.

Table 20. Relationship Degree Guideline

Correlation Value (r)	Interpretation
0,000 - 0,20	Very Low correlation
0,200- 0,400	Low correlation
0,400 - 0. 600	Fair correlation
0,600 - 0,800	High correlation
0,800 - 1. 000	Very High correlation

(Riduan, 2009)

Because the score of Pearson Correlation is 0.-67 and the alpha (α) value was sig. $\alpha < 0.05$ ($0.001 < 0.05$). It can be concluded that the two variables was correlated and there was a significant correlation. Because the sig. $\alpha < 0.05$ it can be concluded that H_a was accepted and H_0 was rejected. This means that the two variables have a significant correlation at high correlated level. A negative (-) correlation is a relationship between two variable such as the value of one variable increases, the other decreases.

1.2 DISCUSSION

Based on the finding above. It was found that the majority of student who got very high level of speaking anxiety in range 109-165 were 21 student, it can be conclude that the student got very high level category of anxiety, on the other hand, it was found that the majority of students who got poor category in range ≤ 55 were 34 student, it can be concluded that the students' speaking ability scores was in the poor category.

For the correlation between students' speaking anxiety and speaking ability, a correlation score of 0.-671 was obtained for the correlation score. This score indicates that there was a high correlation between students' speaking anxiety and speaking ability. Based on the previous table of score anxiety category, the correlation category was in the high category. Negative symbol (-) on the score indicating that the higher the student's anxiety, the lower the student's speaking ability.

Based on the result of the correlation, it can also be found that the data has a lower significance value than alpha (sig. 2 tailed ≤ 0.05) where there was a significant correlation between the two variables. From these data it can be concluded that H_a was accepted and H_0 was rejected. Based on the results there was a significant correlation in students speaking anxiety and speaking ability on eleven grades at SMA Negeri 4 Baubau. And the correlation between students' speaking anxiety and speaking ability was in the high category.

The results above are also supported by Mulyani's research (2011) based on the finding in this research, it can be found that there was a correlation between speaking anxiety and students' speaking ability in the middle correlation category which indicates that the higher the anxiety, the lower the ability score. This research was also supported by Taufan (2002) based on the finding in this research it was found that there was a negative (-) correlation between speaking anxiety and speaking ability which indicates that the ability score depends on the student's anxiety, the higher the anxiety, the lower ability.

Finally, from the data above, it can be concluded that there was a strong correlation between student anxiety and student ability and there was also a significant correlation between the variable on grade eleven students' at SMA Negeri 4 Baubau. This happens because the anxiety value was high while the ability value they get was in the poor category. This indicates that if students feel anxious it would affect students' speaking ability.

2. CONCLUSION AND SUGGESTION

41. Conclusion

Based on research findings and presentation of analysis data in the previous chapter, it can be conclude that the speaking anxiety category with a mean value of 102.34 and the speaking ability category were in the poor category with a mean value of 50.96. The correlation between speaking anxiety and speaking ability was in the category of high correlation, this data is obtained because the correlation value between the two variables is 0'-671. It can also be seen from the significant value which was sig. $\alpha < 0.05$ ($0.001 < 0.05$), because the significance value was lower than alpha (α), it can be concluded that H_a was accepted and H_0 was rejected. In other words, there was a significant correlation of speaking anxiety and speaking ability. It can be concluded that there was a significant correlation and in the strong correlation category on in the student

speaking anxiety and speaking ability on eleven grade at SMA Negeri 4 Baubau.

2.2 Suggestion

- 1) The writer suggest that students continue to study and practice English, learning English can be done by reading a lot so that they have a lot of vocabulary so that they can compose correct English sentence after sentence and also listen to a lot of songs or watch English films so they know how to pronounce correct English, practicing English can be done by always practicing speaking alone or with friends without embarrassment and learning to write, starting from writing stories or daily activities, so you can know the correct writing of English.
- 2) Students also have to know where their difficulties are in speaking English and focus more on these difficulties. Students also have to study beforehand to learn what they want to say when they want to speak in front of the class so that they are more focused when speaking and already understand what they want to say so that they can reduce anxiety and fear of being wrong in students.
- 3) The writer also suggest that students must be able to control their anxiety and fear of English lessons, because basically English is a fun subject, students need not be afraid of being wrong or afraid of not giving the right answer because English is not an easy lesson. Study hard, read and improve yourself, reduce anxiety by assuming that mistakes are not something bad. Because the best lessons are those that come from experience.

3. REFERENCES

- [1] S. Rajanthran, R. Prakash, and A. Husin, "Anxiety levels of foreign language learners in the IEP classroom: A focus on Nilai University's Intensive English Programme (IEP)," *Int. J. Asian Soc. Sci.*, vol. 3, no. 9, pp. 2041–2051, 2013.
- [2] J. Haskin, M. de L. H. Smith, and M. Racine, "Decreasing Anxiety and Frustration in the Spanish Language Classroom,," 2003.
- [3] H. G. Tarigan, "BERBICARA: Sebagai Suatu Keterampilan Berbahasa (Edisi Rev.)," *Bandung PT. Angkasa*, 2015.
- [4] Mulyani, "The Correlation between Students' Anxiety Level and Their Speaking Ability at The Second Year of Senior High School 1 Enok Indragiri Hilir Regency" (IAIN Sultan Syarif Kasim Riau, 2011).
- [5] J. P. Chaplin, "Dictionary of psychology," 1968.
- [6] V. M. Durand and D. H. Barlow, "Intisari psikologi abnormal," *Yogyakarta: Pustaka Pelajar*, 2006.
- [7] N. Nimat, "An investigation of English language anxiety: experiences of undergraduate students in Bangladesh." BRAC University, 2013.
- [8] H. D. Brown, *Principles of language learning and teaching*, vol. 4. Longman New York, 2000.
- [9] E. K. Horwitz, M. B. Horwitz, and J. Cope, "Foreign language classroom anxiety," *Mod. Lang. J.*, vol. 70, no. 2, pp. 125–132, 1986.
- [10] S. Andrianto and A. P. Dewi, "Hubungan Antara Pola Pikir Dengan Kecemasan Berbicara di Muka Umum Pada Mahasiswa Fakultas Keguruan," *J. Klin.*, pp. 1–49, 2006.
- [11] A. Marwan, "Investigating students' foreign language anxiety," *Malaysian J. ELT Res.*, vol. 3, no. 1, p. 19, 2016.
- [12] R. Von Worde, "Students' Perspectives on Foreign Language Anxiety,," *Inquiry*, vol. 8, no. 1, p. n1, 2003.
- [13] D. Nunan, *Practical english language teaching*. 2003.
- [14] I. A. Richard, "Learning to teach," *Yogyakarta: Pustaka Pelajar*, 2008.
- [15] H. D. Brown and P. Abeywickrama, "Language assessment," *Princ. Classr. Pract. White Plains, NY Pearson Educ.*, 2004.
- [16] D. Bertram, "Likert scales," *Retrieved Novemb.*, vol. 2, no. 10, pp. 1–10, 2007.