



**AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY FACED BY THE
FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY
PROGRAM OF ENGLISH DEPARTMENT OF
UNIVERSITAS NEGERI PADANG**

Weni Delfia Mitha¹, Zul Amri², and Don Narius³

English Department

Faculty of Languages and Arts

State University of Padang

email: weni.delta@gmail.com

Abstract

This research was conducted to find out the type and the level of speaking anxiety faced by the fourth semester students of English Education Study Program of English Department of Universitas Negeri Padang. This descriptive research used a quantitative descriptive method. The research instruments are questionnaire and interview. The questionnaire used in this research is adapted from the Foreign Language Anxiety Scale (FLCAS) designed by Horwitz. It consists of 33 statements which have three categories as well as communication apprehension, fear of speaking test, and fear of feedback by peers and lecturer. Based on the research analysis, it was found that the level of students' speaking anxiety is in the middle level with the percentage was 82%. It was significantly different with other levels which had 9% for low level and also 9% for high level. The types faced by the respondents were in the fear of speaking test (44%), communication apprehension (34%), and feedback by peers and lecturer (22%). The dominant type of speaking anxiety was fear of speaking test. However, after having the depth interview about their speaking anxiety, the research showed that all types of speaking anxiety were in the relationship.

Key words: Speaking, Anxiety

A. INTRODUCTION

English as a foreign language is extensively used in education system in Indonesia from the primary up to tertiary level. All of them have different goals in learning English. One of the main goals of learning English is to enable students to communicate in English. Therefore, they need to be able to use English to send the message accurately and fluently in order that the message can be received correctly. In short, the students should be able to use English in communication.

Realizing that the purpose of learning English is to reach the communicative ability, students should master the whole skills of English,

¹English ELTSP of English Department of FBS Universitas Negeri Padang graduated on September 2018

²Advisor 1, Lecturer of English Department of FBS Universitas Negeri Padang

³Advisor 2, Lecturer of English Department of FBS Universitas Negeri Padang



namely writing, speaking, listening and reading. Among the four skills, speaking is found to be the most fundamental element in English communication. However, speaking in the class is one of the ways to reach of the learning goal for mastering speaking skill. Also, having the ability in speaking is important for being a professional and personal success person due to it plays all important roles in the life which will affects the ability for finding a job, planning or taking a trip, electing public officials, arguing for a raise, or even arguing in general (Rozakis, 1999). One of the job that needed the mastering in speaking is a teacher, especially English Teacher. Whenever they are as teachers in the class, they should be able mastering English speaking for managing the teaching-learning process. Having the ability in English speaking can start since being the students at schools from primary up to tertiary level. Through the importance of speaking skill, English Education Study Program of English Department of Universitas Negeri Padang offers speaking classes which are Speaking 1, Speaking 2 and Public Speaking.

However, many of students find that speaking English in a conversation or speaking in front of public is difficult thing to be done. As the result, they have low motivation to participate in the teaching and learning process. Some indicators indicate that the low motivation of students to participate in speaking class when the lecturer asks the students to deliver the speech, they seem unwilling and do not feel confidence. When the students were interviewed, some of them stated that they did not have the confidence to speak in front of many people because they felt shy if they made mistakes and evaluated negatively by their friends. When they have to speak with their peers, they would feel that their friends are better than them. It makes them supposed to be calm in the class without participate in the class.

According to Rozakis (1999), there are top ten excuses used by people to avoid speaking in front of the audience. They avoid speaking in front of the audiences because of mastering the topic, thinking about mocking by friends, having a bad timing, feeling embarrassed, feeling nervousness, feeling fear of the accent, having a physical disturbing, having bad memorizing, and thinking too much about the audience attention. Even in public speaking, most of students do speaking in the class also have almost same reasons.

Most of the obstacle reasons mentioned above is included in affective factor. Tuan (2015) sates having low motivation, lack of self-confidence and feeling anxiety are included in affective factors. One of the affective factors which often happen while speaking performance is speaking anxiety. It may be a big role in speaking while the students do their speech in front of many people. Even though the speaking anxiety in speaking is a common fear among students, many teachers or lecturers do not pay attention about it. They only focus on the accuracy and fluency of students' speaking ability without considering the affective factors. If the teachers or lecturers do not pay attention to students' speaking anxiety, it will affect students' prestige and achievement..

English speaking anxiety can be measured by using Foreign Language Classroom Anxiety Scale (FLCAS). Through English in Indonesia as the foreign language, FLCAS can be used to measure the type and level of students'

speaking anxiety. This FLCAS was designed by Horwitz to measure the level of foreign language anxiety in a classroom by setting in a paper based questionnaire completed by students. This scale measure level of speaking anxiety has three categories namely communication apprehension, fear of feedback by peers and teacher, and fear of language test. The measurement of students' speaking anxiety can be the guidance for designing the strategy in learning English as foreign language in order that students are able to communicate fluently and accurately.

Since having anxiety may have major effects on students' speaking achievement, it is important to explore students' speaking anxiety. This research is intended to investigate the type and the level of speaking anxiety faced by students of English Education Study Program of English Department of Universitas Negeri Padang who take the speaking class. The study set out of the following research questions:

1. What is dominant type of students' speaking anxiety in speaking subject of the fourth semester students of English Education Study Program of English Department of Universitas Negeri Padang?
2. What is the dominant level of students' speaking anxiety in speaking subject of the fourth semester students of English Education Study Program of English Department of Universitas Negeri Padang?

B. REVIEW OF RELATED LITERATURE

1. The Nature of Speaking

Speaking is one of the four language skills in English Language. It is a productive skill in the sense that a speaker produces sounds of the language. Basically, speaking is intended for two-way communication. The speaker and listener negotiate the meaning of what they say. Brown (2003) states speaking is one of the communication skills in English which has closely relationship with listening in pragmatic view of language performance.

Through the speaking skill, it is much more complex than other skills which involve both a command of certain skills and several different types of knowledge. The kinds of knowledge that speakers bring to the skill of speaking comprise extra linguistic knowledge, such as background knowledge of topic and culture, and linguistic knowledge, including discourse knowledge, and speech acknowledge, and knowledge of grammar, vocabulary, and phonology. Thus, mastering the speaking English means understanding a lot of parts of English. Thornbury (2006) states the are some factors of speech condition whether make speaking easy or difficult which is divided into three types as well as cognitive factor, affective factor, and performance factor. The explanation follows then.

a. Cognitive Factors

- 1) *Familiarity with the topic* : the greater the familiarity, the easier the speaking task; this is why it is generally easier to talk about

your job, or your family, than it is to talk about something very removed from your day-to-day life.

- 2) *Familiarity with the genre*: giving a lecturer or a speech will be harder if you are unfamiliar with those particular genres.
- 3) *Familiarity with interlocutors*; generally speaking, the better you know the people you are talking to and the more shared knowledge you can assume, the easier it will be.
- 4) *Processing demand*; if the speech event involves complex mental processing, such as that involved in describing a complicated procedure without recourse to illustrations, it will be more difficult than if not.

b. Affective Factors.

- 1) *Feeling towards the topic and/or the participants*; generally, if you are well disposed to the topic you are talking about, and/or the other participants, the easier it is likely to be.
- 2) *Self-Consciousness*: being 'put on the spot' can cause anxiety which will have a negative effect on performance; likewise, knowing (or believing) that you are being evaluated can be prejudicial.

c. Performance Factors

- 1) *Mode*: speaking face-to-face, where you can closely monitor your interlocutor's responses and where you can use gesture and eye-contact, is generally easier than speaking over the telephone, for example.
- 2) *Degree of collaboration*: giving a presentation on your own is generally harder than doing it with colleagues because in the former case you can't count on peer support.
- 3) *Discourse control*: on the other hand, it is often easier if you can control the direction events, rather than being subject to someone else's control.
- 4) *Planning and rehearsal time*: generally, the more time to prepare, the easier the task will be: telling a joke is usually easier the second time round.
- 5) *Time pressure*: if there is a degree of urgency, it is likely to increase the difficulty for the speaker.
- 6) *Environmental conditions*: trying to speak against a background of loud music or in poor acoustic conditions difficult as well as in the classroom.

2. The Nature of Anxiety

Psychologically, anxiety is one of the important aspects in neurotic and psychotic developing. It is the feeling of fearing about something unconditionally which can be not classified the reasons of that situation specifically (Hidayat, 2011).

Anxiety is generally a response to perceptions of a present or future threat depression is often as reaction to negative outcomes that have already occurred. Thus, it is possible that some public speakers experience the greatest degree of anxiety before and during the speech, followed by increased feelings of depression after the speech has ended, especially if their perception or evaluation of the speech performance is negative. In addition to post-speaking depression, a persistent underlying depressive trait may negatively affect a speaker's preparation and performance, further contributing to anxious feelings about the entire speaking experience. The negative effects of depressive thoughts have been explained using learned helplessness theory.

Saputra and Safaria (2012) states there many definitions mentioned by experts. Defenition of anxiety mentioned by psychoanalyst, Freud, express anxiety is a reaction to threat of pain and other part outside as the self-warning which cannot be controlled at that time. Priest states anxiety is a condition whenever thinking about something unpleasant happens. In addition, Davis and Polladino state anxiety is a common feeling that has characteristics of cognitive behavior or psychological symptoms. 19% of men and 31% of women have anxiety experienced. Spilberger in Saputra and Safaria (2012) states there are two forms of anxiety as follows then.

- a. Trait Anxiety; a tendency in a person to feel threatened by a number of conditions those are actually harmless. Anxiety in this category is more due to the personality of the individual does have potential anxiety than other individuals.
- b. State Anxiety; the temporary emotional state and condition in a person characterized by a tense and anxious feeling that is felt consciously and subjective and leaves the activity of the autonomic nervous system, as a condition related to special environmental situations.

3. Speaking Anxiety

Speaking is a part of communication which has some factors. One of the factors contains of psychological is an affective factor. Tuan, (2015) sates having low motivation, lack of self-confidence and feeling anxiety are included in affective factors. Abramson in Witt (2011) states that speaking an xiety hold because of previous negative experiences and/or perceived lack of control over external circumstances; some depressed individuals feel that whatever they attempt to do in the future will be futile. Student speakers with depressive thoughts, for example, might perceive an upcoming speech performance as doomed to failure, given past experience in similar contexts and/or low internal expectancies for success there are several factors affect student have speaking anxiety. Depressed individuals are likely to make negative internal attributions and blame anticipated or perceived failure on their own inability to succeed or in this case, to make an effective public speech.

C. RESEARCH METHOD

Descriptive research was used in this research. This kind of research describes and measures the phenomena or set of variables as they exist naturally. This research used the quantitative descriptive method. Bungin (2001:61) states that quantitative descriptive designed in qualitative research whether it is not the real qualitative research as the construction of the content is influenced by quantitative data. The instrument in this research was the questionnaire adapted from Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz. This research was conducted to the fourth semester students of English Education Study Program of English Department of Universitas Negeri Padang. In addition, this research also used interview as the supporting instrument to get more information about students' speaking anxiety. The students contributed on this research are the students who passed the Speaking 1, Speaking 2, and Public Speaking subject in English Department of Universitas Negeri Padang in 2016 academic year. The data collected was analyzed in order to answer the research questions about the types and the level of speaking anxiety.

D. RESULT AND DISCUSSION

1. Data Description and Analysis

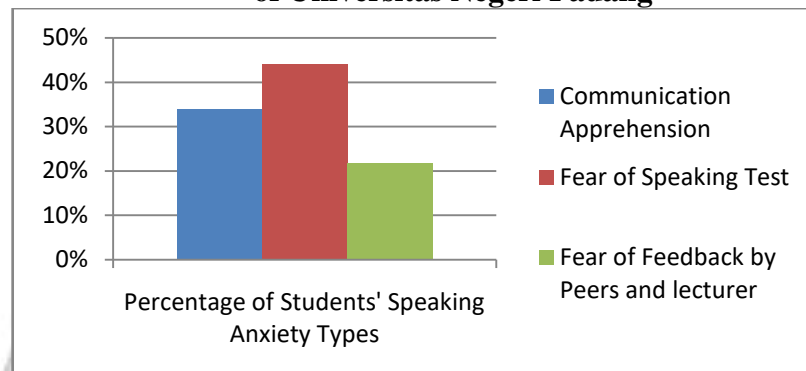
a. Types of Speaking Anxiety of Fourth Semester Students in English Education Study Program of English Department of Universitas Negeri Padang

The samples of this research are two classes of English Education Study Program whoever K1-16 and K3-16 which have 44 students of English Education Program of English Department of Universitas Negeri Padang. It was analyzed into three types of speaking anxiety such as communication apprehension, fear of speaking test, and fear of feedback by peers and lecturer. The total point was found of the research is 4.449 points. There was 1.513 points for communication apprehension which had 1.171 points for positive statement and 342 points for negative statements. On the other hand, the total point of fear of speaking test type was found 1.918 points which had 1.342 points for positive statement and 576 points for negative statement. Indeed, the type of fear of peers and teacher was found 974 points which had 855 points for positive statement and 119 for negative statement.

Through the data analysis for three types, the most dominant type faced by fourth students in English Education Study Program of English Department of Universitas Negeri Padang was fear of speaking test type with the percentage was 44%. In the second position of speaking anxiety type was communicative apprehension with being percentage was 34%. The last one was fear of feedback

by peers and teacher with the percentage was 22%. The different among the types of speaking anxiety faced by them would be shown below:

Picture 2
Percentage of Speaking Anxiety Type of Fourth Semester Students in English Education Program in English Department of Universitas Negeri Padang



(Graphic of Percentage of Students' Speaking Anxiety)

The graphic indicates that the highest anxiety of the fourth semester students of English Education Study Program of English Department of Universitas Negeri Padang faced in fearing of speaking test. Then, the second position which students feel anxiety about the communication apprehension. Then, fear of feedback by peers and lecturer also the type which students feel of anxiety. The explanation about them as follows then.

- a. Communication apprehension
 - 1.1 *"I start to panic when I have to speak without preparation"*
 - 1.2 *"It frightens me when I don't understand what the lecturer is saying in the class"*.
- b. Fear of speaking test
 - 1.1 *"I worry about the consequences of failing my speaking class"*.
 - 1.2 *"In speaking class, I can get so nervous I forget things I know"*.
- c. Fear of feedback by peers and lecturer
 - 1.1 *"I keep thinking that the other students are better at speaking class than I am"*.
 - 1.2 *"I get nervous when the speaking lecturer asks question which I have not prepared in advance"*.

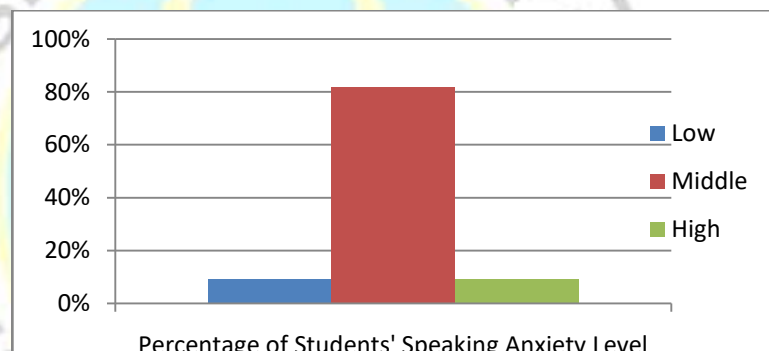
b. The Level of Speaking Anxiety Faced by the Fourth Semester Student of English Education Study Program of English Department of Universitas Negeri Padang

Table 5
The Level of Speaking Anxiety Faced by the Fourth Semester Students of English Education Study Program of English Department of Universitas Negeri Padang

No.	The Level Students' Speaking Anxiety			Total
	Level	Gender		
		Male	Female	
1	Low	1	3	4
2	Medium	4	32	36
3	High	1	3	4

(The level of students speaking anxiety)

Picture 3
The Percentage of Speaking Anxiety Level of Fourth Semester Students in English Education Program in English Department of Universitas Negeri Padang



(The Graphic of Level of Students' Speaking Anxiety)

The graphic indicates that the levels of speaking anxiety can be classified into three levels such as low, middle, and high level. There were significantly found the difference range between them. There were 4 students in low level with the average score was 68, 75 points. In the medium level had 36 students with the average score was 101, 81 points. Besides that, the high level had the same frequency with the low level which had 4 students in the low level with the average score as 127, 25 points. The lowest score was 63 points and the highest score is 140 points. Through the total points based on the level above, it can be concluded that the dominant level of speaking anxiety faced by the semester students of English Education Study Program of English Department of Universitas Negeri Padang is in the medium level the percentage was 82%. The percentage of students in the medium level was significantly different with other level which had 9% for low level and also 9% for high level.

2. Research Findings

Based on the data analysis, it was found that the level of speaking anxiety of the fourth semester students of English Education Study Program of English Department of Universitas Negeri Padang was in the medium level. It had the significantly different range among low, middle, and high level. Most of students feel anxiety in the level of middle whether happened since they were in the first semester until the fourth semester. The level of their anxiety can be reduced during the learning process activity by the time. Thus, in the fourth semester, the level of their speaking anxiety was in the middle level.

Based on the data analysis, it was found that the dominant type faced by the students was in fear about speaking test. They really feared of the consequences of failing the speaking class and feared about forgetting things while perform. They really feared of failing of the speaking class because they felt that they have inability in speaking English, lack of vocabulary, un-confidence, and other negative thinking which makes them can be failed. They also fear about the consequence about failing whenever they do the bad performance in the speaking test, for example forgetting the topic of speech. However, they could reduce their anxiety if they have time to prepare the speech.

Among the three types of speaking anxiety such as communication apprehension, fear of speaking test, and fear of feedback by peers and lecturer, the dominant type of speaking anxiety was in the fear of speaking test. However, after having the deep interview about their speaking anxiety, it showed all types in speaking anxiety was in the relationship. It could be seen based on the cause on it as well as the students felt fear about the consequence of failing in the speaking test which was happen due to need more preparation for all things related to their performance. Asfter having more preparation, they would be ready and feeling comfortable and confidentt without care about others' feedback during the performance.

3. Discussion

Almost all students in English Department Universitas Negeri Padang felt the speaking anxiety in the medium level. This level happened because of the perception of their selves while speak out in the class. Following were the causes of having speaking anxiety whether faced in the medium level of speaking anxiety of the fourth semester students of English Education Study Program of English Department of Universitas Negeri Padang.

a. Understanding of matter

Students felt anxiety whenever they were not able to speak English fluently. It was happened because of their inability about English for overall. They felt nervousness whenever having no idea to say. They do not know to say anything among the speech because of

their comprehension about the topic, the lack of vocabulary, their pronunciation and their speech speed while the speech or conversation. This understanding matter also because of lack of lecturer-student interaction appropriately. They have misunderstanding of lecturer explanation. They could not catch the point of the lecturer saying because of his/her new vocabulary, sound volume, speed and pronunciation.

According to Thornbury (2006), speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands words a day, although some people-like auctioneers or politician-may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability until, that is, we have to learn how to do it all over again in a foreign language. There are several conceptualization and formulation of speaking as well as informing and topic, articulation, self-monitoring and repair, automaticity, fluency, and managing talk.

b. Preparation for performance

The speaking anxiety faced by the students because of their incomprehension about the topic will be spoken. They need time for preparing anything related to the speech. They try to comprehend the topic, and then practice those in other place before perform in the class. Preparing the performance becomes the way to reduce their anxiety; however, it cannot be done if lecturer asks them to speak without preparation.

According to Thornbury (2006), there are some factors related to speaking as well as cognitive factor, affective factor, and performance factor. In the performance factor, it supposed to have any planning before performance and rehearsal time. Generally, the more time to prepare, the easier the task will be. Through, the statement above, it also happened of students whenever practice for speaking English. Thus, students need the time for preparation first. It would be hard and having bad anxiety whenever there was no preparation anymore.

c. Pleasure in speaking

The pleasure of speaking English also affect to the performance of student during speaking in the class. Students who loves speaking English will feel enjoy and feeling comfortable without anxious. Even they do the wrong act in speaking; they will percept that it will be the things for better. On the other hand, students who un-pleasure in mastering speaking skill than other skills in English will feel more anxious whenever they speak in the class. Whenever, they do the wrong act in speaking, they will be down if lecturer and peers give negative feedback. They also have negative perceptions about speaking

which make them thinking about speaking is difficult thing. Whenever they do bad performance, it will be affect for their selves.

Thornbury (2006) states if there is a degree of urgency, it is likely to increase the difficulty for the speaker. It means that the anxiety can be occurred because of the enjoyable while learning speaking in the class. Some respondent also states that it would be alright, they would take a bus.

d. Environmental situation

The environmental situation also affects students speaking anxiety. Wherever they live in the well situation for English speaking practice, they will be able to practice English everywhere without fear of negative feedback by others. Especially in the speaking class, if the characteristic of students in the class is care about someone effort to be better, it will be the well condition to reduce speaking anxiety. Also supporting by other is being the well strategy to reduce the speaking anxiety.

Social interaction in the life influence students' psychology included in speaking English in the class. Related to Lannon (2018) states culture differs over which behaviors seem appropriate for social interaction, business relationships, contracts negotiation, and communication practices. Students felt anxiety because of through the genetic from family. On the other words, Thonburry (2006) states environmental condition whether the condition feeling by someone trying to speak against a background of loud music on in poor acoustic as many classroom is difficult.

e. Perception of negative evaluation by friends

Students will have the anxiety, whenever they think that they are in low level of speaking ability who feels that other students are better than them. This perception has the negative effect for anybody who will perform in the class. They try to skip for speaking in the class. They will feel nervous when peers give the negative evaluation or negative attitude for them while performing.

Bandura in Saputra et al (2012) states the things that affect anxiety are as follows:

- 1.1 Self Efficiency is whenever an individual estimates his or her own ability to handle situations.
- 1.2 Outcome Expectancy has a sense as an individual estimate of the possible occurrence of certain consequences that may have an effect on suppressing anxiety

Through the affect anxiety aboved make students under estimate their selves to perform well. The do not have self-confidence toward their ability even they have prepare to do their best.

f. Perception of negative evaluation by lecturer

Most of students fear more of negative feedback by lecturer than peers. They will fear of getting bad evaluation from lecturer will be effect of scoring the value of theirs. They feel that the lecturer ask their performance supposed to be perfect performance. As result they feel anxious whenever they cannot release that. After that, they fear of negative feedback by lecturer will be affect of the failing of speaking test.

According to Rozakis (1999:6), there are top ten excuses used by people to avoid speaking in front of the audience. They avoid speak in front of the audiences because of mastering the topic, thinking about mocking by friends, having a bad timing, feeling embarrassed, feeling nervousness, feeling fear of the accent, having a physical disturbing, having bad memorizing, and thinking too much about the audience attention.

Furthermore, the anxiety of speaking test also had some dominant statements stated by the students. They really feared of the consequences of failing the speaking class and feared about forgetting things while perform. They really feared of failing of the speaking class because they felt that they have inability in speaking English, lack of vocabulary, un-confidence, and other negative thinking which makes them can be failed.

g. The Existence of Physical and Psychology Factors

Due to the anxiety is a part of psychology problem, it also affect for students who are introvert ones. They feel more anxiety if they do not like about having activity in public. Speaking is one the activity among the public which is needed interaction among two or more people. If they are not able in communication, it will be worse if they have to speak in foreign language such as English which also has difficulties than Indonesian. Besides that, the physical condition also has effects for speaker. Whenever they are in a bad condition, they will be not interested in speaking. It will be worse if lecturer ask them to speak in the class. Calhoun and Acocella in Saputra et al (2012) mention several reactions of having anxiety as follows emotional reaction, cognitive reaction, and psychological reaction.

Through the reaction above students have speaking anxiety despite of those things. Emotional reactions, which are components of anxiety related to the individual's perception of the psychological effects of anxiety such as feelings on the psychological effects of anxiety such as feelings of concern, tension, sadness, and self-deprecation. Cognitive reactions, namely fears and concerns that affect the ability to think clearly so disrupt in solving problems and overcome the guidance of the surrounding environment. Physiological reaction is the reactions that are displayed by the body to the source of fear and anxiety. This reaction is related to the nervous system that controls the

various muscles and glands of the body so that in the form of the heart beats harder, breath moves faster, blood pressure increases.

D. CONCLUSION AND SUGGESTIONS

1. Conclusion

Based on the finding discussed, it can be conclude the fourth semester students of English Education Study Program of English Department of Universitas Negeri Padang were in the medium level of speaking anxiety. Among the three types of speaking anxiety such as communication apprehension, fear of speaking test, and fear of feedback by peers and lecturer, the dominant type of speaking anxiety was fear of speaking test. However, after having the deep interview about their speaking anxiety, the research showed that all types in speaking anxiety were in the relationship. The reasons of having anxiety because the students felt fearing about the consequence of failing in the speaking test. It happened due to their communications apprehension which needs more preparation for all things related to their performance so that they feel comfortable and confidence without care about peers' and lecturer's negative feedback during the performance.

2. Suggestions

Based on the conclusion above, the suggestion for reducing the speaking anxiety of students as follows:

1. Both students and lecturer should build well interaction between them in order that there is good atmosphere in the ild the appropriate class environment for speaking.
2. For better performance of students in speaking, it should be having a time for preparation and needs some practicing activities in the speaking class
3. For getting the better quality of the future reserach, it supposed to be aware about the balance total of questionnaire statements for each type.

BIBLIOGRAPHY

- Brown, H.Douglas. 2003. *Language Assessment Principle and Classroom Practice*. Longman: San Fransisco, California.
- Bungin, Burhan (2001). *Metodologi Penelitian Kualitatif*. PT RajaGrafindoPersada: Jakarta.
- Bungin, Burhan. 2001. *Penelitian Kualitatif Aktualisasi Metodologi ke Arah Ragam Varian Kontempore*. PT Raja Grafindov Persada: Jakarta.
- Creswell, John W. 2005. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Education
- Dale, Paulette and Wolf, James C.2000. *Speech Communication Made Simple A Multicultural Perspective*. Addison Wesley Longman: New York.

- Gravetter, Frederic J and Forzano, Lavi Ann. 2015. *Research Method for the Behavioral Sciences*. Language Learning Product: United States.
- Goshgarian, Gary & Krueger, Kathleen. (2011). *Dialogues: an argument rhetoric and reader*. Longman : United States.
- Gusnovitas, Ira. 2018. Kecemasan Berbicara pada Mahasiswa Semester V Program Studi Pendidikan Bahasa Jepang di Universitas Negeri Padang. *Thesis*. Padang: Universitas Negeri Padang.
- Harmer, Jeremy. (2007). *How to teach English*. Longman: Malaysia.
- Hidayat, Dede Rahmat. 2011. *Psikologi Kepribadian Dalam Konseling*. Ghalia Indonesia: Bogor
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety
The Modern Language Journal, 70(2), 125-132. <https://leighcherry.wikispaces.com/file/view/FLCAS++Horwitz.pdf>. Accessed it on Thursday, March 8th, 2018. At 13:18 pm.
<http://www.acewild.eu/wp-content/uploads/2015/12/FLCAS-1.pdf>. Accessed it on Thursday, March 8th, 2018. At 13:19 pm.
- Illianis, Nur. 2014. "Using Public Speaking To Improve Malaysian Students' Confidence Level in Speaking Skill: A Case Study". *Thesis*. Malaysia: Universitas Sains Malaysia.
- Lannon, Jhon Michael. 2008. *Technical Communication*. United States: Longman.
- Musthacim, Anggiyana. 2014. "Students' Anxiety in Learning English (A case Study at the 8th Grade of SMPN 9 South Tangerang)". *Thesis*. Jakarta: The State Islamic University Syarif Hidayatullah
- Rozakis, Laurie. 1999. *The Complete Idiot's Guide to Public Speaking*. Alpha Books: United State of America.
- Saputra, Nofrans Eka, & Safaria, Triantoro. 2012. *Manajemen Emosi*. PT. Bumi Aksara: Jakarta.
- Sudijono, Anas. 2011. *Pengantar Statistik Pendidikan*. Jakarta: PT Rajagrafindo Persada.
- Sugiyono. 2004. *Metode Penelitian Kuantitatif, Kualitatif, and R & D*. Penerbit Alfabeta: Bandung.
- Sugiyono. 2013. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Penerbit Alfabeta: Bandung.
- Thorbury, Scott. (2006). *How to teach Speaking*. Malaysia: Longman.
- Tuan, Nguyen Hoang and Mai, Tran Ngoc. 2015. Factor Affecting Students' Speaking Performance at Le Than High School. *Asian Journal of Education*, 2 (3)
- Witt, Paul L., Roberts, Mendy L., and Behnke, Ralph R. 2000. Comparative Patterns of Anxiety and Depression in a Public Speaking Context. *Human Communication. A Publication of the Pacific and Asian Communication Association*: University of North Texas, 11 (1)
- Wong, Jean, & Waring, Hansun Zhang. (2010). *Conversation Analysis and Second Language Pedagogy*. New York: Routledge.

Zhiping, Diao and Paramasivam, Shamala. 2013. Anxiety of Speaking English in the Class among International Students in Malaysian University. *International Journal of Education and Research*, 1 (3)

