

**The Correlation between Students' Learning Anxiety and Their Speaking
Achievement at an English Language Education Department**

A Skripsi

Submitted to the Faculty of Language Education

In a Partial Fulfillment of the Requirement

Sarjana Pendidikan



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20140810154

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2019

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The aim of this research was to investigate the students' speaking and anxiety level. Also, this research was aimed to find out the correlation between students' learning anxiety and their speaking achievement. This research took a place at ELED of a private university in Yogyakarta. Also, this research population was 96 students. Besides, the researcher found mean of students' learning anxiety in 1.74. The mean result of this study showed that the students' learning anxiety was very low level. The mean of students' speaking achievement was 2.94. Then, result of students' speaking achievement was in good level. The last result of the study was Pearson Correlation 0.325 with significant correlation score of 0.004. For the correlation between students' learning anxiety and their speaking achievement, the significant correlation appeared from the students' learning anxiety in speaking achievement. Therefore, this research showed that ELED students had very low learning anxiety when they achieved speaking class.

Keywords: students' learning anxiety, students' speaking achievement

Introduction

Background of the Research

Learning anxiety is usually faced by students in learning process. Balla (2017) stated that the students' anxiety possesses the impacts on their performance and achievement. Anxiety has been mentioned as a negative influence and uncomfortable emotion, and the victim feels tension because powerless feeling. From the statement mentioned, these conditions can be big issues faced by students in the teaching and learning processes. The anxious students would feel worried about their ability. In learning processes, they feel afraid to receive material and produce or do exercises to master the materials

which have been given. Students who learn English commonly get anxious because they consider that studying a foreign language is difficult. Yassin and Razak (2018) stated that the students face different difficulties when learning English as a foreign language. The difficulties that the students faced were accuracy when they speak.

In speaking practice, the students should use complex skills including grammatical comprehension, vocabulary memorization, contextual conditions, and other related matters. Nazara (2011) stated that the speaking is mostly neglected during language learning process due to its challenging natures. In regards to the statement mentioned, these complexities can make students feel anxious in speaking English. Therefore, the researcher found that this case happen in this university. The researcher observes that student English Language Education Department of private university feel anxious when they are speaking. After that, the researcher ask some of the students about their anxiety when they speak in front of the class. The student says that they are nervous when speaking in front of the class. Thus, the researcher interested to conduct research about the correlation between students' learning anxiety and their speaking achievement at ELED of a private university in Yogyakarta.

Statement of the Problem

The students' learning anxiety can be divided into positive and negative anxiety. Some of students experience to have some anxiety occurred. For example, the students who are worried to ask the teacher in the class, they feel nervous when speaking English in class. Also, they will feel fear, and other students can laugh at speaking English languages and others. Based on problems found in researcher's observation, most of the students have a chance to get anxiety, but they have their own ways of dealing with it. Besides, the researcher also wants to know the level on the students' learning anxiety and their speaking achievement.

Research Questions

Based on the research background above, this research is intended to answer the following questions:

1. What is the level of learning anxiety of ELED students of a Private University in language learning?
2. What is the level of speaking achievement of ELED students of Islamic Private University in language learning?
3. What is the correlation between students' English learning anxiety and students' speaking achievement at ELED of Islamic Private University?

Objectives of the Research

Based on the research questions, the objectives of the research are:

1. To find out the students' level of learning anxiety at ELED.
2. To find out the students' speaking achievement level at ELED.
3. To find out the correlation between students' learning anxiety level and their speaking achievement at ELED.

Significances of the Research

This research is aimed to give positive advantages for some parties such as students, teachers, and other researchers.

For the students. By knowing this study, the students may know what they should do if they get anxiety. This study would be beneficial for the students in additional information about students learning anxiety and their speaking achievement. Additionally, the information of this research can be an evaluation for the students to avoid the anxiety in learning English especially to achieve their speaking achievement.

For the teachers. This research would help the teachers to understand the students' anxiety in speaking class. From this research, the researcher recommends the teachers to improve the way they teach the students in the classroom by using interesting teaching method to avoid the anxiety faced by the students occurred in learning process.

Other researchers. Other researchers are helped by the information included in this research. Then, the format of research also can help the future research gain new knowledge. Besides, the other researchers can use the findings of this research as the theoretical overview of further research on the same topic and might become recommendation of further research. Therefore, by conducting

this research, it can also encourage the researchers to conduct the researches related to the same area of this research.

Literature Review

Learning Anxiety

Definition of learning anxiety. Learning anxiety is one of the problems which can be faced in the learning process. Zare and Riasati (2012) stated that the literature on anxiety reveals that learning anxiety affects one's performance in a negative way. Also, learning anxiety can be caused by some factors. The factors may come from teachers, friends, environment, or other contextual issues. In general, the students who experience learning anxiety have different variations and levels.

Types of Anxiety. Anxiety has several types. Those types of anxiety are trait anxiety and situational anxiety. Zare and Riasati (2012) stated "Trait anxiety is the tendency of a person to be nervous or feel anxious irrespective of the situation which he or she is exposed to (as cited in Pappamihel, 2002 p. 220). This type of anxiety emerges due to the characteristics that the students have. Thus, the anxiety appears from the students' inner sided.

Causes and Effects of Learning Anxiety. In learning anxiety, there are many causes and effects for students in learning English. Learning anxiety has influenced the students' activity in the classroom. Zare and Riasati (2012) mentioned several causes which include the students' trigger to experience anxiety in speaking activities including inability to comprehend, negative classroom experiences, fear of negative evaluation, native speakers, methodology, pedagogical practices, and the teachers themselves (as cited in Worde 2003, p.220).

Students' Speaking Achievement

Definition of speaking. There are many definitions of speaking skill. Speaking skill is one of the productive skills. Nazara (2011) stated that speaking takes a small group of people with a minimum number of two. According to Karim and Haq (2014), "The purpose of speaking skill is success interact in some

contexts which involves well understanding as production” (p. 152). Based on the above definition, speaking skill can be defined as the skill to interact between two people who can productively produce understanding between speakers in certain contextual places.

Factors causing speaking anxiety. The factors that influence students’ speaking learning processes include students’ performance conditions, affective issues, listening skills, topical knowledge, and feedback during speaking task (Tuan & Mai, 2015). For the students’ performance conditions, the students who do activities with different performance conditions can affect their performance conditions. From the statement mentioned, this can have an implication on the students’ learning plan, anxiety level, and quality of performance.

The Correlation between Students’ Learning Anxiety and Their Speaking Achievement

In this part, the researcher wants to explore the previous research conducted by another researcher about similar focus study.

Dordinejad and Ahmadabad (2014) conducted a study entitled “Examination of the Relationship between Foreign Language Classroom Anxiety and English Achievement among Male and Female Iranian High School Students”. This study had 400 (183 males 213females) students as the sample of the research. This study was quantitative research and used speaking score to measure speaking skills and questionnaires to measure language learning anxiety. The result of this study showed significantly and negatively correlated with English achievement ($r = -.472, p < .01$).

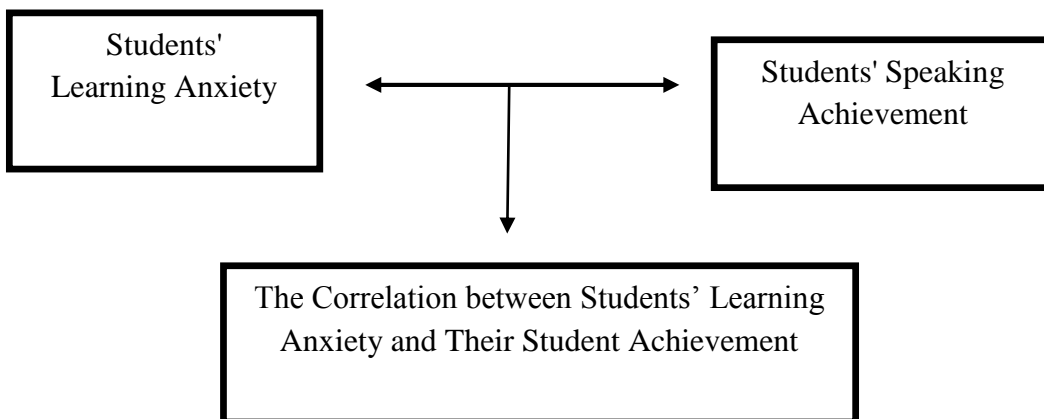
Yulis (2016) carried out a similar study in different contexts with the title “The correlation between Students’ Motivation and Their Speaking Skill at 8th Grade in MTSN Rambah”. The aims of the research is to find out student motivation and speaking skill at 8th Grade in MTSN Rambah and use quantitative metod to collect the data. This study had 20 students as samples. The result of this study indicated positive correlation between students’ motivation and their speaking skill. Based on the result, it found that r calculated was 0,506 with level significance 0.05. The result is this research is high.

Another study was administered by Izumi (2017) with the title “The Study between Students’ Anxiety and Speaking Ability at the First-Grade Students of SMA Negeri 1 KabupatenTangerang”. This purpose to found out correlation between students’ anxiety and speaking ability and use quantitative as the method. This study provided 26 students as the research respondents. The result of this study was negative correlation between students’ anxiety and speaking ability at the first-grade students of SMA Negeri 1 Kabupaten Tangerang. The result is H1 was accepted and H0 was rejected. Therefore, the hypothesis proposed in this research was accepted.

Conceptual Framework

Figure 1

Conceptual Framework



Hypothesis

Hypothesis is prediction statement which would be examined in a research. In this study, it consists of alternative hypothesis (H1).

Chapter Three

Methodology

Research Design

This research used a quantitative method to research this case. The researcher used quantitative method because it could serve the purposes of this study. The level of students in learning anxiety and the level of their achievement in speaking could be researched using mathematical calculation as demanded by quantitative research approach. The purposes of the research mentioned above guided the researcher to choose certain research design which was a correlational design. The researcher used this design because was the most appropriate design used to answer the research questions provided. According to Creswell (2012), in correlational research design, investigators use the correlational statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores.

Population and Sample

In population and sample, it explained about population, sample, and sampling used in this study. The population was the total population. According to Hanlon and Larget (2011) population is units of interest, and typically, there was not available data for almost all people in a population. Then, the sample is a small part of the population. Besides, sampling is a way to get the sample. The researcher used convenience sampling as a sampling method.

Research population. This researcher conducted this research at an Islamic Private University in Yogyakarta. The target or populations in this research were 96 students of English Language Education Department (ELED) batch 2016 at an Islamic private university in Yogyakarta. Creswell (2012) mentioned that the population is the group of people having one characteristic that distinguishes from other groups.

Research sample. The sample of this research was ELED students' of batch 2016. The students' batch 2016 consisted of about 96 students. Then, the researcher decided to take minimum sample from the table on random sizes. If the

students in batch 2016 were 96 students, the respondent became 77 students that as the research sample. The target samples were students who study at ELED of a private university in Yogyakarta. Then, the sample was taken from the students who had already taken a speaking class. Then, the researcher got the minimum sample size which was 77 students. The calculation was showed at below.

$$n = 96 / (1 + 96 * 0.05^2)$$

$$n = 96 / (1, 24) = 77$$

Instrument of the Study

This research adopted the questionnaire and score as the tools to get the data. The questionnaire and score were used to get the data in order to answer the research questions. Besides, the researcher used the questionnaire as the way to collect the data for the first variable and the score of speaking skill as the second variable. Cohen (2011) as cited in Wilson and McLean (1994) stated that questionnaire is a widely used and useful instrument for collecting survey information, providing structure and numerical data, being able to be administered without the presence of the researcher, and being comparative straightforward to analyses.

Validity and Reliability

Validity. Validity was one of the rules before contributing the questionnaires. Cohen, Manion, and Morrison (2011) mentioned that quantitative data validity might be improved through careful sampling, appropriate instrumentation, and appropriate statistical treatments of the data. To check the instrument validity, the researcher looked for three expert judgments to evaluate the validity of questionnaire items. Therefore, the expert judgments were chosen by the researcher from lecturers of ELED of an Islamic Private University. Then, the results of the expert judgment were put in Excel to look for the true results of the questionnaires. Thus, the researcher calculated the Aiken values using Aiken Test. The way to know the question was valid or not.

The result of validity test showed that the score of the result from Aiken test in Microsoft Excel was $< 0,4$ the validity test was low. Then, the score was $< 0,8$ was high validity. The results showed that all the questions were valid with the score 0, 78 for three questions, 0, 89 for ten questions, and 1.00 for five questions. The results found were used medium and high category.

Reliability. Cohen, Manion, and Morrison (2011) mentioned that “reliability is essential synonym for dependability, consistency and replicability over time, over instruments, and over groups of respondents”. Reliability was also used to ensure the researcher about every question. In this reliability, the researcher found out the results of reliable questions. Besides, the reliability used statistical calculation using computer software. In the software, the researcher wanted to find the reliability use Cronbach Alpha statistical technique.

Data Analysis

This research utilized a correlational design. The correlation design provided three questions. The researcher answered the research questions with description statistics and inferential statistics. The descriptive statistics answered the question number one and two. Cohen, Manion, and Morrison (2011) stated that descriptive statistics are done on what the participants say and describe. Besides, the researcher can analyze and interpret what the descriptions mean. Based on the statements mentioned, the descriptive statistic searches the mean of the data obtained from the participants.

The first part was about the students' learning anxiety.

$$\text{Range} : \frac{\text{Maximum} - \text{Minimum}}{n(\text{Category})}$$

$$: \frac{4-1}{4} = \frac{3}{4} = 0.75$$

1.00 – 1.75 = very low

1.75 – 2.50 = low

2.50 - 3.25 = high

3.25 – 4.00 = very high

Besides, the speaking score was interval data. Besides, the data had to be converted into ordinal data as the requirement of Spearman rho correlation analysis. Then, the speaking score were categorized into 6 groups to make them ordinal. The table showed the scale of the level of speaking achievement. Likewise, the second part was about the students' level student speaking achievement. For more detailed information, the level of speaking achievement is shown on the table 5 below.

<i>Table 5</i>			
<i>The level speaking achievement</i>			
<i>Score</i>	<i>Conversion scale</i>	<i>Grade</i>	<i>Predicate</i>
<i>0 – 49.99</i>	<i>0.00 – 1.00</i>	<i>D</i>	<i>Failed</i>
<i>50.00 – 59.99</i>	<i>1.00 – 2.00</i>	<i>C</i>	<i>Poor</i>
<i>60.00 – 64.99</i>	<i>2.00 – 2.50</i>	<i>BC</i>	<i>Avarage</i>
<i>65.00 – 74.99</i>	<i>2.50 – 3.00</i>	<i>B</i>	<i>Good</i>
<i>75.00 – 79.99</i>	<i>3.00 – 3.50</i>	<i>AB</i>	<i>Very Good</i>
<i>80.00– 100.00</i>	<i>3.50– 4.00</i>	<i>A</i>	<i>Excellent</i>

On the other hand, the last research question was analyzed using inferential statistic. For the inferential statistic based on probability, the researcher can infer to population parameter from sampling and statistical technique (Cohen et al., 2011). The statement mentioned was used to see the correlation between the variables. That way, the researcher used Statistical Application and Microsoft Excel to analyze the data. Also, the researcher used SPSS and Pearson Product moment coefficient for correlation research to investigate the correlation between variable one and variable two. The Pearson product moment indicated how far away of all the data point were in line and fit which could measure of the strength a liner association between two variables. Thus, the correlation score is shown in the table 6 below.

Table 6

Correlation Score

Coefficient range	Strength of association
0.86 – above	Very Strong
0.85 – 0.66	Strong
0.65 – 0.36	Moderate
0.35 - 0.20	Low

Chapter Four

Findings and Discussion

Findings

Students’ learning anxiety. Students’ learning anxiety was one of the problems faced by the students in learning proceeds. Mega (2014) found that the positive and negative emotions in educational psychology of students affect to their academic achievement. Besides, the researcher investigated the level of the students’ learning anxiety. The first research question wanted to know the level students’ learning anxiety. The researchers’ assumption based on the observation was the learning anxiety in the classroom isin high level, and the reality on the data showed that the learning anxiety had a low level in learning anxiety. The data showed that the students’ learning anxiety level was very low based on the interval category range. On the other hand, the data also showed that the students’ learning had high anxiety. Based on the Histogram table showed, some students had moderate anxiety and high anxiety. The detailed results of the students’ learning anxiety based on range of interval were shown below.

Table 8		
<i>Result of the Students’ Learning Anxiety based on interval</i>		
Range of Interval in	Students’ Learning	Category
Very Low Level	Anxiety	
1.00 – 1.75	1.74	Very Low

Students' speaking achievement. The students' speaking achievement was one of the important skills in learning English. The students must be able to speak English in every condition (Mayasari, 2014). The researcher assumed that the students' speaking achievement was high level. The reality showed that the result of the data in the students' speaking achievement was high. The second research question of this research was about the students' speaking achievement level.

The second parts were about the students' speaking achievement, and the score for all questions were 2.94 means from four scores of the participants which were good category. Then, thirty four participants had very good score in speaking achievement. The 31 participants had good score as well. Then, eight participants had average scores, and the six participants had excellent score. Then, the data of students' speaking achievement showed that the mean was 2.94. Therefore, the result presented on the level of students' speaking achievement was good level category. Thus, it is displayed in following table below.

Table 9 <i>Result of the Students' Speaking Achievement based on the interval</i>		
Scale of Interval in Good level	Student speaking achievement	Category
2.50 - 3.00	2.94	Good

The correlation between students' learning anxiety and their speaking achievement. The third research question proposed in this study is "What is the correlation between students' English learning anxiety and students' speaking achievement at ELED of a Private University". The table shows the result of significance values and the Pearson Correlation Index of students' learning anxiety and speaking achievement level. To analyzed data the researcher use Sig. (2-tailed) values. The Sig. (2-tailed), if the Sig. values is lower than 0.05, H1 is accepted (P-value > 0.05).

The result found out the Sig. (2-Tailed) value between students' learning anxiety and speaking achievement was 0.004. The result is lower than 0.05 ($0.004 < 0.05$). The result shows that there was statistically significant correlation between students' learning anxiety and speaking achievement. Thus, the result of the correlation test showed that alternative hypothesis (H1) is accepted for there is statistically significant relationship between students' learning anxiety and speaking achievement. It implies that students' learning anxiety relate to the speaking achievement in learning process.

Normality test. In this part, the researcher tested the data normality test using Kolmogorov Smirnov. This test was used to measure whether the data were normal or not. Then, the normality test of this research showed that the Normality test was considered as Normal if the Significance value was > 0.05 ($\alpha > 0.05$). The data in this test found out that Significance value was normal with the score 0.052 and 0.200. Thus, the detailed data are shown in the table below.

Table 10			
<i>Result of Kolmogorov- Smirnov</i>			
Sig	Information	Learning Anxiety	Speaking Achievement
	Normal	0.052	0.200

Hypothesis Test. In this section, the researcher tested the hypothesis which was conducted to investigate the third research question about the correlation between students' learning anxiety and their students' speaking achievement at ELED. This hypothesis test was to prove whether there is correlation between both variables or not. Therefore, this test used Pearson Correlation Moment (r) to analyze. Besides, the result is presented on the table below.

Table 12
<i>The result of Hypothesis Test</i>

Independent Variable (X)	Dependent Variable (Y)	N	Pearson Correlation	Sig.
Students' Learning Anxiety	Students' Achievement	77	0.325	0.004

However, the table showed that the result of Sig. (2-tailed) score was 0.004. Also, there would be significant correlation if the value of significance (2-tailed) was less than 0.05. Regarding the statement mentioned, there was significant correlation between students' learning anxiety and their speaking achievement. That way, there was significant positive correlation between students' learning anxiety and their speaking achievement. To conclude, the alternative hypothesis (H1) was accepted. Then, the result of Pearson correlation score was 0.325. Based on the table above, there was a significant correlation between level of anxiety and students' speaking achievement and the correlation is low.

Discussion

Students' learning anxiety. The result showed that the mean of students' learning anxiety was in a high level category based on the range of the interval. Then, the data showed that level was in low level, and it indicated that the students' learning anxiety was in a low level anxiety. Moreover, ELED students of batch 2016 at an Islamic private university in Yogyakarta had a low level in learning anxiety based on the data found in this research. Then, this subject had some students' learning anxiety because the result showed that the students' learning anxiety was any in classroom. In fact, mostly the students ELED of batch 2016 had a slight anxiety in speaking achievement.

Students' speaking achievement. In this second research question, it included about how the student got a speaking achievement at ELED of an Islamic private university in Yogyakarta. The result showed that the means of the students' speaking achievement was on 2.94. Then, the result indicated that the level students' speaking achievement had good category based on the interval

range. Therefore, the students' speaking achievement was the students who obeyed the speaking achievement in the classroom to make good score.

The correlation between students' learning anxiety and their speaking achievement at ELED. This study showed that the result of the significant value of the data was 0.004. Besides, the significant value was lower shown in 0.05 (sig. < 0.05) value means which showed the correlation between students' learning anxiety and their speaking achievement. This research was significant because it was less than 0.05. The correlation was found if the variable of the students' learning anxiety was low, and the variable of students' speaking achievement was good.

In conclusion, the discussion of the hypothesis of this research about the correlation between students' learning anxiety and their speaking achievement at ELED at an Islamic private university in Yogyakarta was accepted. From the finding found from some researchers, it is suggested that the students' learning anxiety also can influence to their speaking achievement.

Chapter Five

Conclusion and Recommendation

Conclusion

The first finding showed about the level students' learning anxiety. This study explained that some the students were in very low level learning anxiety. The research finding showed 1.74 for the mean score. Then, the finding indicated that level students' learning anxiety was very low category. Therefore, the level learning anxiety of ELED students' batch 2016 was very low.

Then, the second finding presented about the students' speaking achievement. This research presented that some of the students had good category for their speaking learning achievement. The finding showed 2.94 for the mean score. From the statement mentioned, it had good category. Moreover, the score of speaking achievement of ELED students' batch 2016 was good.

The third finding showed about the correlation between students' learning anxiety and their speaking achievement. The finding of this research explained

that there was positive significance correlation between students' learning anxiety and their speaking achievement. The finding explained the significant correlation value was 0.004 (<0.005). Therefore, the findings could concluded that hypothesis (H1) was accepted. The correlation analysis was a positive significant correlation between the students' learning anxiety and their speaking achievement of ELED students' batch 2016 at an Islamic private university in Yogyakarta. Thus, the Pearson correlation value was 0.325 which showed low category.

Recommendation

For the students. The students get some impact from this research. From this research, it can develop the knowledge of the students' learning anxiety and their speaking achievement. Also, this research can make the students know to understanding their problem in their anxiety. Therefore, by knowing this research, the researcher recommends the students to overcome the problem on learning anxiety which has the correlation to their speaking skill.

For the teachers. Regarding the result of this study, the teacher may know what they should do in understanding the students who have the anxiety in learning. This information about students' learning anxiety and their speaking achievement would be beneficial for the teachers in improving teaching and learning process. By knowing the findings of this research, the teachers should give the students more exposure to provide more information regarding the correlation between students' learning anxiety and their speaking achievement.

For future researchers. Future researchers can use this result of this study as theoretical of further study on the same idea and may become recommendation of further research. The future researchers can use the findings to help their study as additional information related to their researches. Therefore, the researcher also recommends for other researchers to start working on other topics dealing with the correlation between students' learning anxiety and their speaking achievement in order to get rich data more.

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