

The Relationship Between Students' Anxiety and Their Speaking Skills In The Eleventh Grade In Jakarta Barat Senior High School In The 2021/2022 Academic Year

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Abstract

The writer held the research in May at the SMAN 16 Jakarta and SMAN 23 Jakarta. The writer took one class from SMAN 16 and one from SMAN 23 Jakarta in second year-student as a sample in this study. The writer used the quantitative correlation design to analyze the research data. In addition, the writer used two instruments to collect the data research such as questionnaire and, a speaking test. Afterward, the result was analyzed using a pre-requisite test consisting of normality tests, regression, and linearity. The result of normality test was equation $Y = 60,08 - 0,27 xi$. It means that the data were normally distributed and linear. The writer found the correlation coefficient (r) result between students' anxiety and their speaking skill, which was -0,720. Afterward, the writer interpreted the result by using the interpretation table from Ananda and Fadhli (2018). The result showed a negative relation between students' anxiety and their speaking skills. The writer used a t-test for testing the hypothesis, and the final result was -9,3. Then, the writer compared the result using a ttable with a significance level was 5%. The writer got t-test > t table (-9,3 > -1,99), which means H_a was accepted. Thus, it shows that students' anxiety could influence their speaking skills.

Keywords: Anxiety, Speaking, English Speaking Skills.



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INTRODUCTION

As human, we need a language to communicate with other. Actually, there is so many languages in the world, one of them is English language. English is an crucial language in the international. By using English language, we can communicate with others in different country. As an crucial language, English should be taught to all people especially students in the whole country, one of them is the students in Indonesia. In Indonesia, mastering English is very necessary not only at school but also in various kinds of work or even in daily activities. Therefore, in the Indonesian curriculum, English is one of the lessons that has been taught trough out all stages of schools, consisting of : primary, junior and high school. Students should be prepared for the globalization era because they will have to compete more fiercely with others from overseas. One of skills they should be mastered is speak in English language. There are four kinds of capabilities to communicate in the English language. Not only four skills such as, writing, reading, and speaking, but also there are three components including grammar, vocabulary and pronunciation. From the four skills, speaking plays a very important role in communication, as humans they need communication to connect their lives, build relationships with other people, and also to convey their knowledge, information or ideas. It is supported by (Parmawati, 2018) speaking has historically been an essential skill in the English language, because speaking is a main mode of communication in daily existance. Furthermore, Hornby (1995: 37) in (Sartika, 2016:274) defines speaking is the skill that students will be assessed by

the most in their real-life situations. In speaking it takes two or more people to communicate with each other, some act as speakers, and some act as listeners. According to point of view, Johnson and Morrow (1981: 70) speaking is defined as an interaction between two or more individuals in which participants must respond to what they hear and contribute in transferring or receiving the meaning. While the point of view Matthew (1994: 45) says that speaking is an activity to people share their thoughts, feeling and information. It can be conclude that speaking is an interaction tool for people express their knowledge, emotions, opinions, ideas, and also information, that are intertwined from two or more to convey and receive information.

Students who want to improve their speaking skills, must prepare and develop their self-confidence, public speaking and English language fluency. In addition they should improve their knowledge in vocabulary, pronunciation, and grammar. When they try to speak, fluency and grammar are needed, so that the listener or other people can understand the meaning of what they want to convey. That means students need the proficiency to convey information, ideas or feeling as a good speaker. However, it is not easy to be a good speaker. When students' can speaking fluently it means that they are good proficiency in speaking English. However, to be a good speaker there are many factors that influence fluency and accuracy in speaking, one of them is psychological factors that commonly causes students to speak English is anxiety.

Anxiety is one of the characteristics of each individual. Psychologists frequently describe anxiety as a feeling of dread, a nebulous fear that is only slightly related to something (Smith et al., 2003). It means, it is triggered by the limbic system's arousal, the cerebrum's basic, subcortical chassis, which plays a significant, though indirect, role. Anxiety is a common response to stress, but some people can suffer extreme anxiety, it will make difficulties for them to deal. Anxiety could be seen of as an uncontrollable emotion that can be stressful and problematic in situations involving language learning. Anxiety is an emotion experienced when a person feels uncertain of their ability. In order to achieve their full potential, someone with low selfconfidence may not be able to get a maximal score. According to Tianjin (2010: 95) said that the learner differences in foreign language mastering might be interpreted not only in terms of cognitive elements consisting of their talent in language and their learning style, however there are affective factors such as motivation and anxiety. Moreover, (Amiri & Ghonsooly, 2015) stated that learning a foreign language is more difficult process that was controlled by the linguistic elements and some nonlinguistic elements that can be classified as cognitive, metacognitive and affective. Clinically, someone who experiences anxiety problems is divided into several categories, namely anxiety disorders, generalized anxiety disorders (GAD), panic disorders (panic issues), phobic disorders (phobic disorders), and obsessivecompulsive issues (obsessive-compulsive disorder) (National Institute of Mental Health (NIMH), 2013).

In Jakarta Barat, a few students come from a wide variety backgrounds. It means that each students have spesific individual characteristics or traits. In their speaking class, they have to try speaking in the English language well. Sometimes, many students have difficulty in expressing their knowledge, information, or ideas even it is only in an easy context because often students feel worried or have high level of anxiety when try to speak in front of the class or many people, which can result in their fluency when speaking in English class and make their performance not optimal. Therefore, anxiety can have a damaging effect on his personality if students are not be able to control it. It can be concluded that anxiety can be managed or controlled by students into something positive feeling. If students can control their anxiety well, they will feel more motivated to get their optimal performance. It means that anxiety or anxious has a very close relationship with student achievement in learning English. Therefore, students

who have high levels of anxiety will feel distress in learning English.

Based on the questionnaire that the writer shared to the students in 16 and 23 senior high schools, it can be concluded that students experienced some difficulties in EFL class. The students assumed that English is one of the languages that is difficult to understand which results the students feeling confused when they try to speak because they have limited vocabulary and they do not know how to pronounce the word in English. Furthermore, students lack the motivation to practice speaking English since they lack self-confidence and language proficiency. According to the description provided above, the writer aims to find out whether there was a relationship between students' anxiety and their communication skill or not.

METHOD

The goal of this research is to determine the relationship between two variables, the quantitative correlation design was used as the research methodology. Correlational research is statistical research to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently (Cresswell, 2018, p.49). In conducting this research, the writer writes down the variable between the level of students' anxiety which is symbolized as variable X, and the skill to speak English which is symbolized as variable Y.

RESULT

Data Description

In the previous chapter, the writer conducted the recent research by using questionnaire and speaking test in class of XI MIPA 7 and XI IPS that consists of 80 students to acquire the data research for the X (students' level of anxiety) and Y (speaking skills) variable.

The writer obtained the students' anxiety scores from the questionnaire that had been given to 80 students from XI MIPA in SMAN 16 Jakarta and XI IPS in SMAN 23 Jakarta. Meanwhile, the writer obtained the speaking skill score from the speaking test. The score was taken from the writer in 2021/2022 academic year.

Lastly, the writer analyzed the data to get understanding about relationship between students' anxiety and their speaking skills in Jakarta Barat senior high school in 2021/2022 academic year. The formula of Pearson Product Moment was used in this study.

1. Students' Levels of Anxiety and Their Speaking Ability Scores

Below is the list of description data of Students' Anxiety (variable X) and their Speaking Skills (variable Y).

Table 1. Students' Anxiety (X Variable) and Their Speaking Skills (Y Variable)

Participants	X Variable	Y Variable	Participants	X Variable	Y Variable	Participants	X Variable	Y Variable
S1	75	80	S28	71	75	S55	82	73
S2	94	75	S29	98	74	S56	65	82
S3	79	75	S30	71	80	S57	52	88
S4	70	80	S31	62	80	S58	95	73
S5	65	80	S32	56	80	S59	59	85
S6	72	80	S33	85	78	S60	51	90
S7	83	75	S34	59	85	S61	71	80
S8	77	75	S35	73	80	S62	87	77
S9	84	76	S36	73	75	S63	89	78
S10	74	84	S37	68	80	S64	80	76
S11	55	88	S38	76	80	S65	93	78
S12	68	80	S39	58	85	S66	63	90
S13	55	90	S40	54	80	S67	70	80
S14	57	80	S41	94	76	S68	77	78

S15	73	78	S42	85	75	S69	70	80
S16	58	85	S43	69	83	S70	79	75
S17	87	76	S44	56	80	S71	76	70
S18	59	80	S45	66	83	S72	71	74
S19	75	80	S46	78	80	S73	90	75
S20	82	75	S47	75	75	S74	73	80
S21	66	85	S48	85	78	S75	79	73
S22	63	85	S49	63	88	S76	70	75
S23	57	88	S50	92	79	S77	60	84
S24	56	85	S51	69	75	S78	97	76
S25	86	79	S52	65	84	S79	61	85
S26	75	75	S53	91	73	S80	68	80
S27	65	80	S54	65	86			

Based on the list of scores above, the writer want to know the mean, median, mode, standard deviation, variance, range, lowest, and highest of the scores as well as the statistical analysis of the data above. The writer used SPSS 25 to obtain this data. The results will be shown as follows :

Table 2. Statistical Calculation of Students' Anxiety (X Variable)

Mean	Median	Mode	Range	Varians	St. Dev	Max	Min
72,43	71	65	47	145,05	12,04	98	51

From the table above the mean or average score of students' anxiety was 72,43. The median score of students' anxiety was 71. The mode score of students' anxiety was 65. The highest score of students' anxiety was 98. The lowest score of students' anxiety was 51. The range score of students' anxiety was 47. The varians score of students' anxiety was 145,05. The standard deviation score of students' anxiety was 12,04.

Table 3. Statistical Calculation of Students' Speaking Skills (Y Variable)

Mean	Median	Mode	Range	Varians	St. Dev	Max	Min
79,63	80	80	20	21,32	4,61	90	70

From the table above the mean or average score of students' speaking skills was 79,63. The median score of students' speaking skills was 80. The mode score of students' speaking skills was 80. The highest score of students' speaking skills was 90. The lowest score of students' speaking skills was 70. The range score of students' speaking skills was 20. The varians scores of students' speaking skills was 21,32. The standard deviation score of students' speaking skills was 4,61. To know the level of students' anxious, the writes looked at the table of distribution of frequency of students' anxiety.

Table 3. Table of Distribution of Frequency of Students' Anxiety

No.	Interval	Frequency	Percentage	No.	Interval	Frequency	Percentage
1	51-56	8	10%	5	75-80	13	16%
2	57-62	10	12%	6	81-86	8	10%
3	63-68	13	16%	7	87-92	6	8%
4	69-74	16	20%	8	93-98	6	8%
$\Sigma f = 80$							

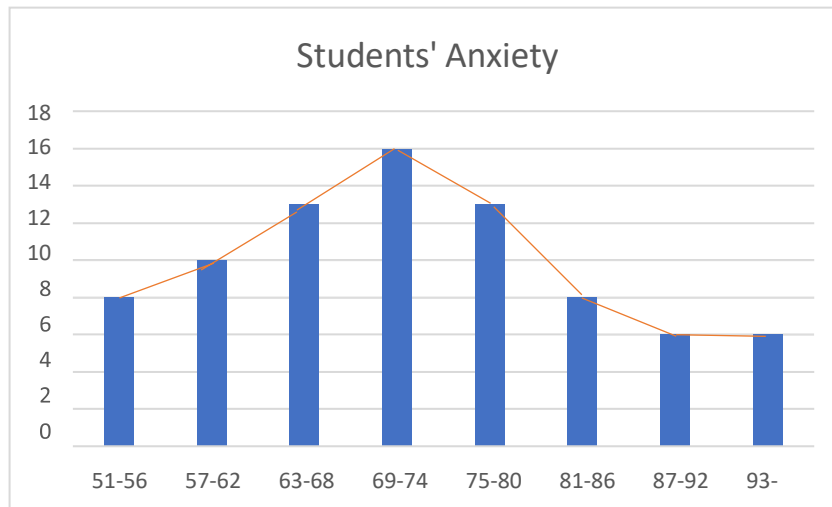


Figure 1. Bar Chart of Distribution Frequency of Students' Anxiety

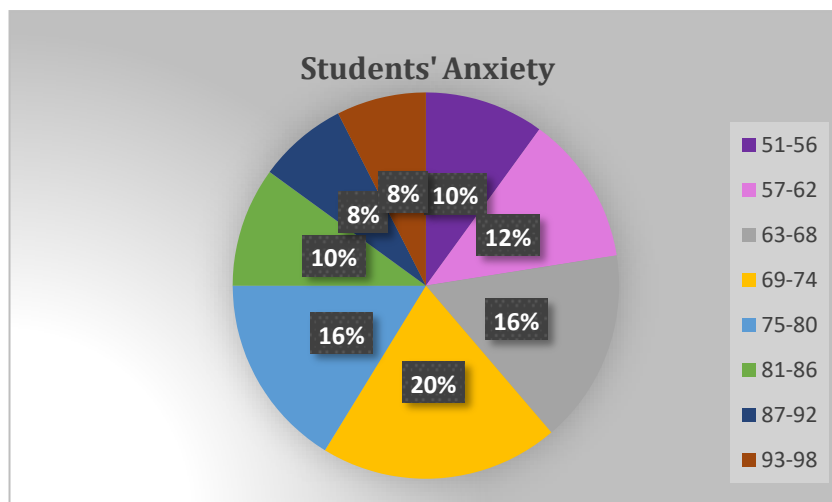


Figure 2. Pie Chart of Distribution of Frequency of Students' Anxiety

Based on the table and the charts, it showed four categories of students' anxiety score, there were lowlevel of students' anxiety (51-62), moderate level of students' anxiety (63-74), high level of students' anxiety (75-86) and very high level of students' anxiety (87-98). Based on those categories, the writer concluded that the level of students' anxiety in Jakarta Barat senior high schools was moderate levels with 29 students (36%) out of 80 students'.

The Result of Pre-Requisite Test

1. Normality Test. A normality test is performed to determine whether a variable is the intruder (residual) has a normal distribution (Ghozali, 2018:161). To know whether the residual is normally distributed or not, the writer using the normal *table One-Sample Kolmogorov Smirnov* test and using significance level of 0.05 to making the basic decision.
 - a. Kolmogorov- Smirnov Sign Test $Sign > 0.05$ it assumed that the variables were linear and normally distributed.
 - b. Kolmogorov-Smirnov Sign Test $Sign < 0.05$ it assumed that the variables were notlinear

and abnormally distributed

**Table 5. Normality Test Kolmogorov-Smirnov
 One-Sample Kolmogorov-Smirnov Test
 Unstandardized Residual**

N		80
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.16823351
Most Extreme Differences	Absolute	.073
	Positive	.067
	Negative	-.073
Test Statistic		.073
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

According to the calculations in the table above, the result showed that the Asymp. Sign (2-tailed) was 0,200 > 0,05. Therefore, the writer can concluded that the data in this research have normally distributed residuals.

2. Regression Test. The calculation will be shown below:

$$\bar{X} = 72,43 ; \bar{Y} = 79,63$$

Calculate regression coefficient (b) and a constant (a)

$$b = \frac{n \sum XY - (\sum X)(\sum Y)}{n \sum X^2 - (\sum X)^2}$$

$$= \frac{80 (458303) - (5795)(6371)}{80 (431235) - (5795)^2}$$

$$= \frac{36664240 - 36919945}{34498800 - 335820}$$

$$= \frac{-255705}{916.775}$$

$$= -0,27$$

$$a = \bar{Y} - b\bar{x}$$

$$= 79,63 - (0,27) 72,43 = 60,08$$

Regression Equation

$$\bar{Y} = a + bx$$

$$\bar{Y} = 60,08 - 0,27 xi$$

Every score unit in the Y variable can be predicted using a constant of 60,08 minus a contribution of 0,27 percent of the X value according to the regression equation $Y = 60,08 - 0,27 xi$.

3. Linearity Test

The researcher's scattered diagram was used in this study. Visually, the meeting of straight dots will show and drawn the linearity of two variables. The results will be represented in the figure as below:

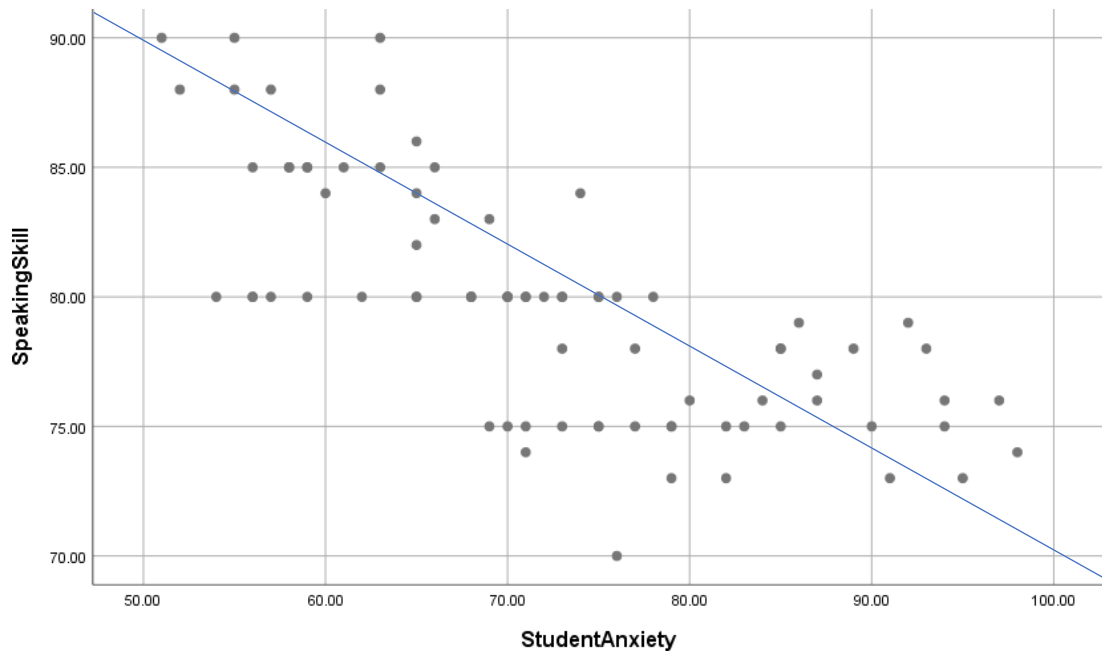


Figure 3. The Scattered Graphs of Students' Levels of Anxiety and Their Speaking Skills

The scattered graph showed the meeting dots of each student's anxiety and the propensity of students' speaking skills tend to follow a straight line. The writer can be concluded that both variables were linear.

Data Interpretation

The writer used the formula of Pearson with SPSS Program to analyze the data. The result will be shown as follows:

$$r_{xy} = \frac{n \cdot \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[n \cdot \Sigma X^2 - (\Sigma X)^2][n \cdot \Sigma Y^2 - (\Sigma Y)^2]}}$$

$$r_{xy} = \frac{80 \cdot \Sigma 458303 - (\Sigma 5795)(\Sigma 6371)}{\sqrt{[80 \cdot \Sigma 431235 - (\Sigma 5795)^2][80 \cdot \Sigma 509055 - (\Sigma 6371)^2]}}$$

$$r_{xy} = \frac{36664240 - 36919945}{\sqrt{[34498800 - 33582025][40724400 - 40589641]}}$$

$$r_{xy} = \frac{-255705}{\sqrt{[916775] [134759]}}$$

$$r_{xy} = \frac{-255705}{\sqrt{1235436822}} = -0,727$$

Table 6. Correlation between Students' levels of Anxiety and Their English Proficiency Correlations

Student Anxiety		Speaking Skill	
StudentAnxiety	Pearson Correlation	1	-.727**
	Sig. (2-tailed)		.000
	N	80	80
SpeakingSkill	Pearson Correlation	-.727**	1
	Sig. (2-tailed)	.000	
	N	80	80

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the calculation of 25 SPSS above, it showed the calculation of correlation coefficient (r_{xy}) was -0,727, it showed the negative relation between two variables. The levels of relationship between students' anxiety and their speaking skill could be analyzed by the writer using r calculation (-.727) (seen on the interpretation of correlation by Rusydi Ananda dan Fadli on table (3.3). The r calculation result of -.727 ranged between 0,40-0,70, the can concluded that the students have a moderate enough relation in speaking English.

Whereas the significance (Sign) value of .000 will be used to determine whether a hypothesis is accepted or rejected.

Hypothesis Testing

After finishing the data collection, the writer got the correlation findings. In order to answer the research question, the writer decided whether the hypothesis was rejected or accepted. In this study the writer had two hypothesis as follows :

1. Hypothesis Null (H_0). There is no significant relation between students' levels of anxiety and their speaking skills.
2. Hypothesis Alternative (H_a). There is a significant relation between students' levels of anxiety and their speaking skills.

To find out the answer, the writer used SPSS hypothesis tested based on the N.Sig (significant value). According to the previous correlation's data (table 4.6), the writer found r values = -.727, N.Sig = .000. Before the writer concluded, these were the theories of hypothesis based on the SPSS calculation:

1. H_0 accepted if N.Sig > 0.05 ($\alpha=5\%$)
2. H_a rejected if N.Sig < 0.05 ($\alpha=5\%$)

H_a was accepted according to the analysis's significance score of 0.000 (Levels of Significance 0.05 and 2 Tailed). The results of the hypothesis testing showed that N.Sig < 5%, it means that H_0 was rejected. It concluded that there is a relationship between students' anxiety and their speaking skills score. The research problem was answered by the null hypothesis, which stated that "There is a Significant Relationship between Students' Levels of Anxiety and Their Speaking Skills"

DISCUSSIONS

From the previous chapter, the aims of this research is to investigate the relationship between students' anxiety and their speaking skills in Jakarta Barat senior high schools in 2021/2022 academic years. Speaking was a crucial skills to mastered In learning English. When

they are speaking, they are have to more pronounce and practice the new word that they have learned. Memorizing process will be helped the students to speaking the word or sentences. However, when students' have speaking difficulties, for instance when they experienced fera, anxiety, shy or low self-confidence, it might influence their performance to learn a foreign language.

The discussion based on the finding of data analysis. Data analyzed has been completed in order to answer the research problems. This section will discuss some point about research design, technique of data collection, and nalysis of data that measure focused on its findings and their relevance to related literatures. The writer had been collecting the data for this research. Two instruments were used to get the data. The first instruments was a questionnaire that given to all students XI IPA and XI IPS as a parcipants in this research. The questionnaire was adapted from Horwitz. The questionnaire item included thirty-three statements that required participants to complete in full. The questionnaire was conducted to assess the the students' anxiety level. The writer were categorized the questionnaire into three categories : test anxiety, communication apprehension, and fear of negative evaluation. The speaking test was utilized as the second instrument. This speaking test was done by the writer in that class. They asked to speak spontaneously with the predetermined theme by the writer.

The writers' primary focus in this discussion was to provide the data analysis findings. The writer answered the research problem and the dat have done analyzed. From the analysis data above, the writer got the results as follows: From the questionnaire, there are 9 item of questionnaire not valid (2,6,11,15,25,28,29,30,33). The graph that follows, shows the percentage of students who responded to each types of anxiety:

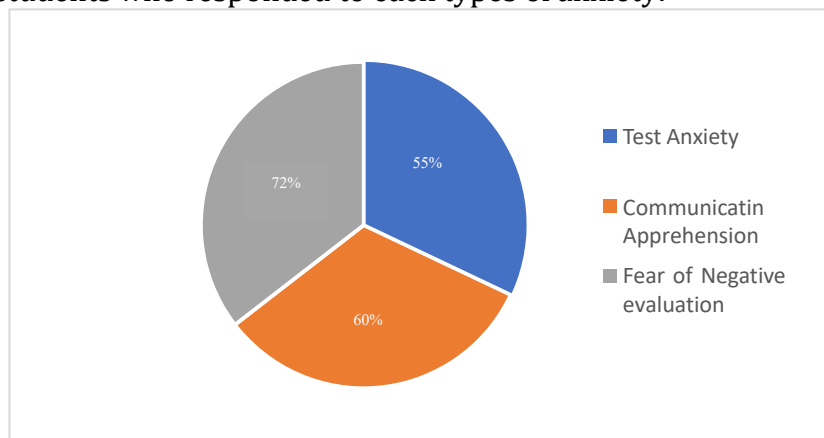


Figure 4. Pie Chart of The Questionnaires' Catagorizes

Based on the pie chart above the writer conclude that, there are about 55% of the students who get test anxiety. The statement of test anxiety consist of number of 3,9,10,12,16,20, and 21. It means that most respondents in the class have experiences anxiety in language test. Even though the students have been properly prepared, but they still feel frightened if they make an language error. As argued by Wuand Chan (2004) in Santriza (2018), "students who struggle with anxiety disorder or someone who needs speaks in front of crowd, would build up, for intance having negative thoughts toward the examand having an incorrect assessment in the evaluation position if they feel frightened"

Moreover, the writer was found the average of percentage of communication apprehension. The 60% of students reported experiencing communication anxiety issues. The

questionnaire items of communication apprehension includes number 1, 4, 8, 14, 18, 24, 27, 30, and 32. When students try to speak with their teacher in this instance, they begin to feel anxious, because most of them have a limited vocabulary in English, so the students frequently feel nervous and confused when they try to speak with native speakers or speak in front of their friend. As argued by Horwitz, Horwitz and Cope (1986) "communication problems can appear in difficulty speaking within pairs or groups, difficulty performing in front of others (stage fright), difficulty hearing or understanding spoken words (receiver anxiety)."

According to Horwitz and Cope, fear of negative or lousy evaluation is the final category of anxiety. The writer found that 72% of the students had pressure driven a fear of unfavorable evaluation after calculating the average percentage in each item. The following number of these types are 5, 7, 13, 19, 22, 23, 26, and 31. In this case, the result of the average of percentage which caused by fear of negative evaluation is 72%, it indicates that students experience anxiousness because they are not willing to get a bad or negative evaluation from others and their teacher when they are trying to speak in the EFL class. Moreover, they always think that other students would evaluate themselves negatively, and also they assume that other students have higher language skill than they do. It makes them fear being laughed at by everyone and do not have confidence when trying to speak in EFL class. According to (Asyifa et al., 2019), students who lack confidence, are uneasy, and worry probably drive the chance of having anxiety.

The writer also found the coefficient correlation (r) results between students' anxiety and their speaking ability which was -0,727. To make sure the result more valid, the writer used t-test as follows:

$$T\text{-test} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} = \frac{-0,727\sqrt{80-2}}{\sqrt{1-(-0,727)^2}} = \frac{-0,727(8,83)}{\sqrt{1-0,5285}} = \frac{-6,41}{0,6866} = -9,3$$

Based on the calculation above, the writer got the final result of the t-test which was -9,3 and the writer wants to compare with the t-table by using a significance of 5%. From the t-table the writer got 1,99. According to Rusydi Ananda and Fadli (2018), if t-test is equal or higher than t-table, it means H₀ rejected and H_a accepted. The writer got -9,3 > 1,99, which means the accepted hypothesis was H_a. The writer uses a 2-tailed test to make the curve, as follows:

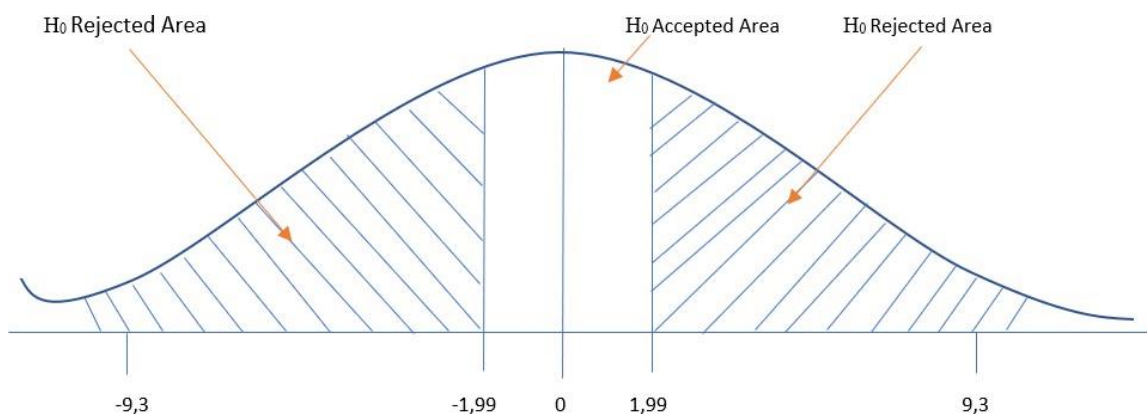


Figure 5. The curve of Significant Test of Coefficient Correlation

Based on the curve above, the writer can conclude the complete test criteria:

If t-test positive

1. $t_0 > t\text{-table}$ it means H₀ rejected and H_a accepted it means the students' anxiety and their

speaking skills had an impact.

2. $t_0 < t\text{-table}$ it means H_0 accepted and H_a rejected it means the students' anxiety and their speaking skills had not impact.

If t-test negative

1. $-t_0 < -t\text{-table}$ it means H_0 rejected and H_a accepted it means the students' anxiety and their speaking skills had an impact.
2. $-t_0 > -t\text{-table}$ it means H_0 accepted and H_a rejected it means the students' anxiety and their speaking skills had not impact.

After found the correlation coefficient result (-0,727) and comparing it with the interpretation of correlation table, the writer conclude that there was enough level and negative relation between students' anxiety (as variable X) and their speaking ability (as variable Y). These two variable had negative relation in that the students in Jakarta Barat senior high schools might had moderate or enough level of anxiety in their speaking skills. As explained in the previous chapter before, the anxiety can influence or impact the students' ability in speaking or their score test. When students' have high anxiety it means that they will get low score in speaking or they can be failed in their test. According to Oxford (1999), anxiety affects language learners' success "directly by lowering participation and creating a negative learning environment, and also indirectly through concern and self-doubt over language avoidance (p.60). Further, Kondo and Yong (2004) argued that students' performance can be negatively impacted by their fear of learning a foreign language. From the description above, the writer found there was a significant relationship between students' levels of anxiety and their speaking skills.

CONCLUSION

After the writer calculated the r statistic and discovered that the result was -0,727. The results indicate that there is a negative relation between students' anxiousness and their communication skills at eleventh grades in Jakarta Barat senior high schools in 2021/2022 academic years. The results of the r calculation (-0,727), according to the table of r value interpretation, it indicates that there was a moderate or enough association between the two variables as measured by the correlation coefficient. The result of analyzing the data significance was 0,000. The hypothesis testing explain that $N.Sig < 5\%$ it means the Null Hypothesis (H_0) in this research was rejected. It indicates that there is the significance relationship between students' anxiety and their speaking skills. The Null Hypothesis said "There is a significant relationship between students' anxiety and their speaking skills" answered the research problem. The result showed that language anxiety harmed the students' speaking apprehension and performance, even though r showed a medium to significant relationship in Jakarta Barat senior high schools in 2021/2022 academic years.

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