



Menggali Kecemasan Berbicara Siswa di Kelas EFL selama Pandemi COVID-19

Exploring Students' Speaking Anxiety in EFL Class during COVID-19 Pandemic

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui faktor-faktor yang mempengaruhi kecemasan berbicara siswa dan strategi siswa untuk mengatasi kecemasan berbicara di kelas EFL selama pandemi COVID-19. Penelitian ini dilakukan dengan menggunakan metode deskriptif kualitatif. Pengumpulan data dilakukan dengan menggunakan kuesioner online dan wawancara mendalam. Partisipan dalam penelitian ini adalah siswa kelas X MIPA 6 SMAN 16 Makassar tahun pelajaran 2020/2021. Berdasarkan hasil penelitian, peneliti menemukan bahwa faktor-faktor yang mempengaruhi kecemasan berbicara siswa dibagi menjadi faktor eksternal dan internal. Faktor eksternal adalah: pengalaman pertama, koreksi guru, pusat perhatian, kurangnya waktu untuk mempersiapkan diri, lamanya waktu berbicara, koneksi yang buruk, suara yang tidak jelas dan berbicara tanpa teks. Sedangkan faktor internal yang mempengaruhi kecemasan berbicara siswa di kelas EFL selama Pandemi COVID-19 adalah: kurangnya kosakata siswa, pengucapan dan kemampuan berbicara, tidak memahami materi, keinginan untuk berbicara dengan sempurna, posisi tidak nyaman dan merasa kesepian untuk berbicara. berbicara. Selanjutnya peneliti menemukan bahwa siswa memiliki strategi yang berbeda untuk mengatasi kecemasan berbicara di kelas EFL selama pandemi COVID-19, yaitu: mempersiapkan diri, menyiapkan alat, menerima dan memperbaiki kesalahan, menenangkan tubuh, berpikir positif dan mencari teman sebaya. . Jadi, peneliti menyimpulkan bahwa kecemasan berbicara siswa adalah perasaan emosional yang disebabkan oleh tidak stabilnya pengendalian diri siswa ketika merasa takut dan gugup untuk berbicara. Apalagi situasi pandemi COVID-19 menghasilkan lebih banyak faktor yang mempengaruhi kecemasan berbicara siswa karena mereka harus menghadapi banyak hal baru selama proses pembelajaran online. Sejalan dengan itu, situasi ini menciptakan strategi baru dan berbeda untuk mengatasi kecemasan berbicara di kelas EFL.

Kata Kunci: Ringkasan, Karya Tulis, Artikel, Mudah, Cepat (antara 4-6 kata)

ABSTRACT

This research aims to find out the factors that affect the students' speaking anxiety and students' strategies to cope with speaking anxiety in EFL class during COVID-19 pandemic. This research was conducted using descriptive qualitative method. The data collected by using online questionnaire and in-depth interview. The participants of this research were students of X MIPA 6 SMAN 16 Makassar in academic year 2020/2021. Based on the result of this research, the researcher found that the factors that affect the students' speaking anxiety are divided into external and internal factors. The external factors are: first experience, teachers' correction, center of attention, lack of time to prepare, the length of time to speak, poor connection, unclear voice and speak without a text. While, the internal factors that affect the students speaking anxiety in EFL class during COVID-19 Pandemic are: lack of students' vocabulary, pronunciation and speaking ability, don't understand the materials, desires to speak perfectly, uncomfortable position and feeling lonely to speak. Furthermore, the researcher found that students have different strategies to cope with speaking anxiety in EFL class during COVID-19 pandemic, they are: preparing themselves, preparing the tools, accepting and fixing the mistakes, relaxing the body, thinking positively and seeking a peer. So, the researcher concludes that students' speaking anxiety is an emotional feeling caused by an unstable of student's self-control when feeling afraid and nervous to speak. Moreover, the situation of COVID-19 pandemic produces more factors that affect the students' speaking anxiety because they need to face a lot of new things during the online learning process. In line with that, this situation creates new and different strategies to cope with speaking anxiety in EFL class

Keywords: speaking anxiety, factors of students speaking anxiety, students' strategies to cope with speaking anxiety

1. PENDAHULUAN

Speaking class is necessary for students to practice directly the materials they have studied. According to Richards (2002:210), speaking was one of the central elements of communication in EFL (English as a Foreign Language) teaching, it was an aspect that needs special attention and instruction". In short, he believes that speaking skill is need to be mastered because it is important to our daily lives. However, Harmer (2001) said that students feel frustrated about the complexity of speaking in a foreign language. That is because there are many factors involved in speaking." (as cited in Madsa, 2012:1). It can be said that, there are many factors could make students frustrated and feel anxious in speaking English as a foreign language, especially speaking through videoconferencing during COVID-19 pandemic. Various tools of videoconferencing are used and tried during COVID-19 pandemic such as Zoom and Google Meet for speaking class. However, speaking via videoconferencing is not the same as a live setting where students speak directly to their friends and teachers. In the pandemic situation, the students require to speak in front of the camera and see themselves on the screen while speaking, which can distract them and cause anxiety.

After all, anxiety has a big influence in learning and performance especially in speaking skill. Before pandemic, there are a growing number of studies that have discussed about students' speaking anxiety and found that different students have different factors of anxiety in speaking. The factors may come from inside or outside. Some students influence by worrying or doubting themselves and at the same time, they also influence by their peers who make them afraid to make some mistakes and make them prefer to be silent than speak. As a result, the higher anxiety creates the lower performance and the lower anxiety creates the better performance in speaking.

2. Literature Review

2.1 Speaking

Nunan (2003: 48) states that "speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning". In addition, Johnson and Morrow (1981: 70) said that speaking is associated with the term oral, communication is an interaction between two or more people where listeners and speakers must be respond to what they hear and make their contributions to express or acquire meaning. In

other words, speaking or oral communication would happen if there is interaction between two or more people. Therefore, it can be assumed that speaking is an activity to express ideas and emotion in orally, correctly, and fluently using correct pronunciation, vocabulary, grammar and adopting the pragmatic rules of the spoken language. It is necessary to express what the speakers intend to said as effectively as possible in order to convey a message to the listeners but they should be aware of constructing the meaning in order to avoid misunderstanding between the speaker and the listener.

2.2 Speaking in Videoconferencing

According to Smith (2003 : 62) the term videoconferencing is used to describe a system in which, with the help of advanced equipment and a high-speed internet link, two or more participants in separate locations could communicate by both seeing and hearing each other in real time. Therefore, videoconferencing is the best alternative to keep students continued their practice in speaking during COVID-19 pandemic.

2.3 Anxiety

According to Brown (2000: 151), anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension, and worry. To put it in another word, anxiety can be generally associated with threats to self-efficacy and appraisals of situations as threatening (Pappamihel, 2002: 331). Therefore, it can be concluded that the anxiety is a negative thought about surroundings and themselves which create a feeling of being afraid, nervous, and anxious as a response to a particular situation or something that might happen in the future.

2.4 Students' Speaking Anxiety in a Foreign Language

Among other foreign languages, English is the foreign language most educated people in Indonesia ever learn. However, learners need some efforts to obtain knowledge for communication outside their classroom in English as a foreign language context, such as through language class or speaking module. It is supported by Brown (2001:116) who states that efforts must be made to create a lot of speaking opportunities for learners. Moreover, Udomkit (2003) states that communication anxiety of the basic signal officers at the signal school in the English classroom is triggered by the insufficient opportunity for students to participate in classroom conversation, lack of

confidence in classroom English communication, and also by affective factors such as interpersonal evaluation, classroom practices and procedures, as well as self-esteem. Therefore, it can be concluded that students' speaking anxiety is a situation in which students show an emotional feeling when they speak English as a Foreign Language and is caused by the negative thoughts about surroundings and self limited capabilities.

2.5 The Factors that Affect the Students Speaking Anxiety in a Foreign Language

Speaking anxiety developed by a variety of sources. It often come from the negative thoughts about surroundings and self limited capabilities. It is supported by Blackburn and Davidson (as cited in Triantoro Safaria and Nofrans Eka Saputra, 2012: 51) who explain that the factors that cause anxiety, such as awareness of the perceived situation, whether the situation is threatening or not, and awareness of self-control (e.g. focus to the problems and emotional state). So, it can be said that the threatening situation which caused by the teachers, peers or people around are the external factors of speaking anxiety. It is supported by Darajad (1982: 9) who states that the external factors caused by the environmental including situation, social, cultures, etc. Meanwhile, awareness of self-control including focusing on self-problems is the internal factors of speaking anxiety. It is supported by Bukhori (2008: 16) who states that internal factors which come from the individual are personality, psychological conditions, physical condition, development, maturity, diversity, attitudes to life problems, meaning of life, and balance of thought.

Furthermore, the situation of COVID-19 pandemic requires students to learn through a videoconference, so that they may continue their studies without taking the risk of pandemic, especially for speaking classes which need a room to practice their skills. However, speak through a videoconference requires them to speak in front of the camera while seeing themselves on the screen. In that case, the students may see themselves in a good or bad position. Learning through video conference also limited their space, students couldn't see and feel the presence of their friends and their teachers directly like a normal class, so that they may be feeling lonely to speak. In consequence, these situations may produce anxiety for students to speak in EFL classroom during COVID-19 pandemic because it is a new thing for students to do.

It is supported by Devito (2011: 414) who states that there are five factors that cause a persons' anxiety when speaking in front of others, namely: new things, low status, awareness, differences and past experience. So, it can be said that speaking through videoconference for the first time, seeing their bad positions on the screen while speaking, and feeling lonely to speak, causes anxiety to students, because it was a new experience for them.

Since a videoconference needs a strong connection to run, students also may feel anxious if the connection is poor. It is supported by Lee and Stapinski (2012) who states that worries related to computer use and internet access cause anxiety (mental disorder). He also notes that people are worried if access to the internet leads to a voice that is not clear because it causes a misunderstanding. So, it can be said that students are worries to the internet access when learning through videoconference during COVID-19 pandemic, especially if the internet connection is poor because their voices are unclear or the teachers' voice is unclear when speak through videoconference and it leads to a misunderstanding and anxiety. It is supported by Worde (2003: 5) who states that the inability to understand what is being said in the class often lead to speaking anxiety. Other words, students feel anxious if they don't understand the materials that explained by the teacher through videoconference, especially if the teacher called or asked the students to answers the questions without giving them enough time to prepare the answers or the text to speak in front of their peers. It is supported by Koch and Terrell (as cited in Oxford1999: 65) who found that speaking in front of the peer is the most anxiety producing activities. They also note that being called on to respond orally can produce anxiety.

Moreover, Marwan (2007: 48) states that lack of preparation is the major contributors of students' speaking anxiety. Therefore, students feel anxious to speak because they don't have enough time to prepare the answers or the text to speak, especially if they are asked to speak for a long time in front of the peers without holding a text because these situations are threatening for them and it is supported by the explanation of Blackburn and Davidson (as cited in Triantoro Safaria and Nofrans Eka Saputra, 2012: 51) as explained above, who assume that awareness of the perceived situation cause anxiety, whether the situation is threatening or not. The threatening

situations may also occur if the teacher gives some corrections in front of others because the students' cultures are laughing at their peers' mistake, so that it may cause anxiety for students to speak. It is supported by Oxford (1999: 66) who notes that harsh correction, ridicule and the uncomfortable handling of mistake in front of the classroom are among the most important teacher – students activities related to language anxiety. This teacher – student activities are occurred not only in normal class but also in the class through videoconference during COVID-19 pandemic.

So, it can be said that the teachers' corrections generate fear and ridicule or laugh at by peers complete the anxiety for students to speak through videoconference during COVID-19 pandemic. It is also supported by Price (1991: 105) who find that afraid of laugh at by peer is one of the greatest sources of anxiety. Similarly, Osborne (as cited in Dewi and Ardianto 2006) states that feelings of speaking anxiety are caused by afraid of becoming a center of attention and afraid of being laughed at by people. So, it can be said that students feel anxious if they are asked to speak in front of their peers as the center of attention. Therefore, students try to speak perfectly without make a mistake to avoid ridicule and laugh at by peers, but when they make a mistake and get any ridicule or laugh at by peers, it can produce anxiety. It is supported by Ellis (1994) who states that, everybody desires perfectness but if the target of perfectness is unreached, it leads to anxiety. So, it can be said that the students may anxious if their target of speaking perfectly is unreached because they are afraid of laugh at by peers. Furthermore, Blackburn and Davidson (as cited in Triantoro Safaria and Nofrans Eka Saputra, 2012: 51) states that awareness of self-control to focus on self-problems can cause anxiety. So, it can be said that students feel anxious if they only focus to their limited capabilities including lack of vocabulary, pronunciation and speaking ability as the problems to speak in EFL class during COVID-19 pandemic.

From the descriptions above, the researcher conclude that the factors that may affect to students' speaking anxiety are caused by the negative thoughts about surroundings and self limited capabilities. Those factors are adapted from the experts above and divided into external and internal factors:

1) External factors

- a. First experience – Devito (2011: 414)
- b. Teachers' correction – Oxford (1999: 66)

- c. Center of attention – Osborne (as cited in Dewi and Ardianto 2006)
 - d. The lack of time to prepare – Marwan (2007: 48)
 - e. The length of time to speak – Blackburn and Davidson (as cited in Triantoro Safaria and Nofrans Eka Saputra, 2012: 51)
 - f. Poor connection – Lee and Stapinski (2012)
 - g. Unclearly voice – Lee and Stapinski (2012)
 - h. Speak without a text – Blackburn and Davidson (as cited in Triantoro Safaria and Nofrans Eka Saputra, 2012: 51)
- 2) Internal factors
- a. Lack of vocabulary – Blackburn and Davidson (as cited in Triantoro Safaria and Nofrans Eka Saputra, 2012: 51)
 - b. Lack of pronunciation – Blackburn and Davidson (as cited in Triantoro Safaria and Nofrans Eka Saputra, 2012: 51)
 - c. Lack of speaking ability – Blackburn and Davidson (as cited in Triantoro Safaria and Nofrans Eka Saputra, 2012: 51)
 - d. Don't understand the materials – Worde (2003: 5)
 - e. Desires to speak perfectly – Ellis (1994)
 - f. Uncomfortable position – Devito (2011: 414)
 - g. Feeling lonely to speak – Devito (2011: 414)

2.6 Students' Strategies to Cope with Speaking Anxiety in a Foreign Language

Kondo and Ling (2004: 262) said that there are four strategies to reduce students' speaking anxiety in the classroom.

1. Preparation

It refers to the attempts of learners to prevent a threat in the classroom by enhancing learning and learning methods. Many students get anxious because they don't have preparation. There are several ways to plan, including reading materials before class, taking second – language classes in or out of school, asking for support from peers and teachers, concentrating on particular areas that cause anxiety.

2. Relaxation

It shows that the aim is to reduce the signs of anxiety faced by learners, such as taking a deep breath and trying to calm down. If students scared of answering questions from teachers in English, they need to be relaxed so that they could think and answer freely.

3. Positive Thinking

This means that the learners should think positively of their performance, and that they are no less than the others. Holding positive thoughts about the situation

that is going to occur will help students reduce anxiety and make them feel comfortable.

4. Peer Seeking

It is characterized by the desire of the learners to look after someone who seems to suffer from anxieties in speaking, just like him or her. If students want to share their experience with other students on their own strategies to reduce anxiety, this would have a positive effect on them. They aren't going to feel lonely.

From the description above, the researcher conclude that there are various strategies which can be used by students to cope with speaking anxiety in a foreign language such as:

- a. Preparing themselves
- b. Relaxing the body
- c. Thinking positively
- d. Seeking a peer

3. Research Methodology

In this study, the researcher used a descriptive qualitative research design. Descriptive research is the study which is designed to obtain information concerning the current status phenomena Ary (2010). Therefore, this research aimed to find out the factors that affect the students' speaking anxiety and students' strategies to cope with speaking anxiety in EFL class during COVID-19 pandemic. According to Lodico et.al (2006: 266), "based on the type of questions asked, the researcher will need to select the participants so that they can provide the key information required for this research"

The researcher used online questionnaire and in-depth interview. According to Sugiyono (2010: 3), questionnaire is the data collecting technique that conducted by giving a set question or written statement to the respondent to answer. Moreover, Cresswell (2005: 205) states that an Open-Ended Questions on questionnaires, means on questionnaires, researcher may ask some questions that are closed ended some that are open ended. Therefore, the online questionnaire was using an Open-Ended Questions and it was adapted from Cresswell (2005: 205), Blackburn and Davidson (as cited in Triantoro Safaria and Nofrans Eka Saputra, 2012: 51), Darajad (1982: 9), Bukhori (2008: 16), Devito (2011: 414), Lee and Stapinski (2012), Worde (2003: 5), Koch and Terrell (as cited in Oxford1999: 65), Marwan (2007: 48), Oxford (1999: 66), Ellis (1994), and Price (1991: 105).

Furthermore, Bungin (2007: 11) assumes that in-depth interview is a process to obtain information for the purposes of research by interviewing the informant. According to Martha and Kresno (2016), there are four criteria to determine the informant, they are: active participants of the research group, involved in research cultures, have ample time to be informant, and convey the information using their own language. Moreover, they note that qualitative research doesn't require a minimum sample size because, in general, qualitative research using a small sample size and, in some cases, only one informant was used. Additionally, they assume that there are at least two conditions to be met when determining the number of informants, namely the adequacy and suitability of the criteria. Therefore, in-depth interviews questions was given to the students who are complete the suitability of Martha and Kresno criterias (2016).

4. Findings and Discussion

4.1 Findings

The findings will answer two research questions about the factors that affect the students' speaking anxiety and students' strategies to cope with speaking anxiety in EFL class during COVID-19 pandemic.

1. The Factors that Affect the Students' Speaking Anxiety in EFL Class during COVID-19 Pandemic.

PARTICIPANT	CALLED
Participant 1	P1
Participant 2	P2
Participant 3	P3
Participant 4	P4
Participant 5	P5
Participant 6	P6

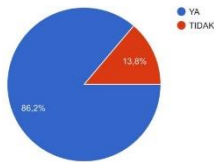
Table .1 Names of interviewee participants

Since the factors that affect the students' speaking anxiety adapted from Blackburn and Davidson (as cited in Triantoro Safaria and Nofrans Eka Saputra, 2012: 51), Darajad (1982: 9), Bukhori (2008: 16), Devito (2011: 414), Lee and Stapinski (2012), Worde (2003: 5), Koch and Terrell (as cited in Oxford1999: 65), Marwan (2007: 48), Oxford (1999: 66), Ellis (1994), and Price (1991: 105), the researcher divided the factors that affect the students' speaking anxiety in EFL class during COVID-19 pandemic into external factors and internal factors. It can be seen from the result of the online questionnaire and in-depth interview that can be described as follows:

a. External Factors

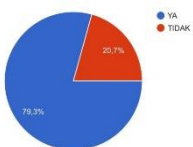
External factors that affect the students' speaking anxiety in EFL class during COVID-19 pandemic refer to the threatening situation which caused by the teacher, peers or people arounds. It can be described as follows:

1) First Experience



Based on the diagram above, from a total number of 29 students of X MIPA 6. There are 25 students (86,2%) answered "yes" and 4 students (13,8%) answered "no" for question about first experience of speaking through Google Meet as one of the factors that affect the students' speaking anxiety in EFL Class during COVID-19 pandemic. It is supported by P1 who said that "...I'm afraid and anxious because it was the first time for me to speak through Google Meet and I'm afraid of having a poor connection because it usually keeps me from hearing the materials' explanation well. I prepare my connection first, and then I prepare myself through reading the materials before class. Moreover, I try to accept my mistake and try to fix it...". So, it can be said that most students of X MIPA 6 feel anxious because the situations of learning through Google Meet is a new thing for them, and it may creates a threatening situation for them because it was their first experience to speak through Google Meet.

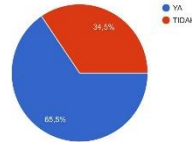
2) Teachers' Correction



Based on the diagram above, from a total number of 29 students of X MIPA 6. There are 23 students (79,3%) answered "yes" and 6 students (20,7%) answered "no" for question about teachers' correction in front of peers as one of the factors that affect the students' speaking anxiety in EFL Class during COVID-19 pandemic. It is supported by P2 who said that "...I'm nervous and anxious if my teacher corrects me in front of my friends because they will laugh at me or send a fun sticker in group WhatsApp. So, their notifications disturb me to speak. My teacher usually gives me a comment if I'm wrong in pronouncing a word. I prepare myself

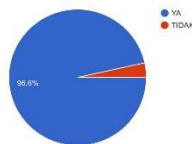
through reading the materials and if I make a mistake, I try to accept and fix it...". So, it can be said that most students of X MIPA 6 feel anxious if the teacher gives some corrections in front of the peers, and it may creates a threatening situation for them, because they are afraid of laugh at by peers.

3) Center of Attention



Based on the diagram above, from a total number of 29 students of X MIPA 6. There are 19 students (66,5%) answered "yes" and 10 students (34,5%) answered "no" for the question about afraid of laugh at by peers as one of the factors that affect the students' speaking anxiety in EFL Class during COVID-19 pandemic. It is supported by P2 who said that "...I'm nervous and anxious because my friends will laugh at me or send a fun sticker about my mistake in group WhatsApp and their notifications disturb me to speak. My friends pay attention and laugh at me if my teacher asks me to answer her questions directly. I try to relax my body by taking a deep breath and try to focus to answers my teachers' questions...". So, it can be said that most students of X MIPA 6 feel anxious if they are asked to speak in front of their peers as a center of attention, and it may creates a threatening situation for them, because they are afraid of laugh at by peers.

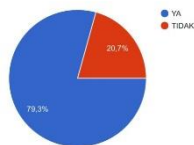
4) Lack of Time to Prepare



Based on the diagram above, from a total number of 29 students of X MIPA 6. There are 28 students (96,6%) answered "yes" and 1 student (3,4%) answered "no" for the question about lack of preparation which is caused by lack of time to prepare as one of the factors that affect the students' speaking anxiety in EFL Class during COVID-19 pandemic. It is supported by P5 who said that "...I'm afraid and anxious because I can't answer my teachers' question if I don't have enough time to prepare my answers. I don't have enough time to prepare if my teacher calls me to answer her questions directly. I take a deep breath and try to answer the question depends on my opinion.

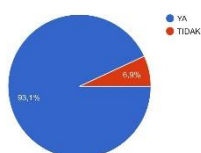
Moreover, I try to accept that I make a mistake then fix it...". So, it can be said that most students of X MIPA 6 feel anxious if their teacher doesn't give enough time to prepare their answers or their text, and it may creates a threatening situation for them because they are lack of preparation to speak..

5) The Length of Time to Speak



Based on the diagram above, from a total number of 29 students of X MIPA 6. There are 23 students (79,3%) answered "yes" and 6 students (20,7%) answered "no" for the question about the length of time to speak as one of the factors that affect the students' speaking anxiety in EFL Class during COVID-19 pandemic. It is supported by P1 who said that "...I'm nervous and anxious if I am asked to speak English in front of my friends for a long time because it requires a long material and it usually makes me forget the material suddenly, then my friends will laugh at me. For me, five minutes is enough. I prepare myself through making a text, and then I drink much water and take a deep breath to relax my body. Moreover, I always try to think positively and do my best...". So, it can be said that most students of X MIPA 6 feel anxious if the teacher asks them to speak for a long time because they are afraid of forgetting their text, and it may creates a threatening situation for them because it is showing their limited capabilities and they are afraid of laugh at by peers.

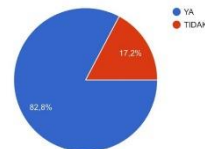
6) Poor Connection



Based on the diagram above, from a total number of 29 students of X MIPA 6. There are 27 students (93,1%) answered "yes" and 2 students (6,9%) answered "no" for question about poor connection as one of the factors that affect the students' speaking anxiety in EFL Class during COVID-19 pandemic. It is supported by P6 who said that "...I'm afraid and anxious because my teachers can't understand my explanation or I can't understand what is my teacher said if the connection is poor. I prepare my network before the class...". So, it

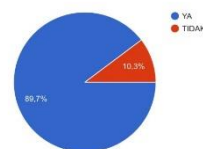
can be said that most students of X MIPA 6 feel anxious if the connection is poor because they can't explain their message well or they can't understand their teachers' explanation, and it may creates a threatening situation for them because it leads to misunderstanding.

7) Unclear Voice



Based on the diagram above, from a total number of 29 students of X MIPA 6. There are 24 students (82,8%) answered "yes" and 5 students (17,2%) answered "no" for the question about unclear voice which is caused by poor connection as one of the factors that affect the students' speaking anxiety in EFL Class during COVID-19 pandemic. It is supported by P4 who said that "...I'm afraid and anxious because I can't explain my answers well and it leads to misunderstanding. My voice also is unclear if my headset is bad. I prepare my connection and my headset. Moreover, I try to explain my message until the listener can understand it...". So, it can be said that most students of X MIPA 6 feel anxious if poor connection produces unclear voice because they can't convey their message well to the listener, and it may creates a threatening situation for them because it leads to misunderstanding.

8) Speak Without a Text



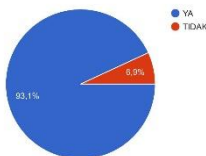
Based on the diagram above, from a total number of 29 students of X MIPA 6. There are 26 students (89,7%) answered "yes" and 3 students (10,3%) answered "no" for the question about speak without a text as one of the factors that affect the students' speaking anxiety in EFL Class during COVID-19 pandemic. It is supported by P5 who said that "...I'm afraid, nervous and anxious because I will forget my text and I feel tenser if I am not holding a text. I try to relax my body by take a deep breath or shake my hand, pen, or things around me ...". So, it can be said that most students of X MIPA 6 feel anxious if they are required to speak without holding a text because they are afraid of forgetting their text, and it may creates a threatening situation for them

because it is showing their limited capabilities and they are afraid of laugh at by peers.

b. Internal Factors

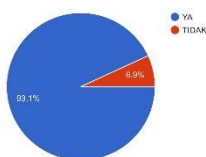
Internal factors that affect the students' speaking anxiety in EFL class during COVID-19 pandemic refer to their limited capabilities. It can be described as follows:

1) Lack of Vocabulary



Based on the diagram above, from a total number of 29 students of X MIPA 6. There are 27 students (93,1%) answered "yes" and 2 students (6,9%) answered "no" for the question about lack of vocabulary as one of the factors that affect the students' speaking anxiety in EFL Class during COVID-19 pandemic. It is supported by P4 who said that "...I'm anxious because if I lack of the vocabulary, I always speak using English and Indonesian in a single language so I can't speak well. As a result, my friends can't understand what I mean. I lack of the vocabulary if my teacher calls me to answer her question directly. I prepare myself by memorizing the materials' vocabulary...". So, it can be said that most students of X MIPA 6 feel anxious if they are aware and overly focus to their limited capabilities, which related to the lack of vocabulary as the problems to speak.

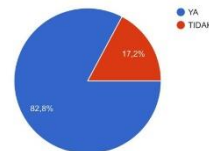
2) Lack of Pronunciation



Based on the diagram above, from a total number of 29 students of X MIPA 6. There are 27 students (93,1%) answered "yes" and 2 students (6,9%) answered "no" for the question about lack of pronunciation as one of the factors that affect the students' speaking anxiety in EFL Class during COVID-19 pandemic. Moreover, P5 said that "I'm nervous and anxious because my friends will laugh at me if I'm pronouncing a word in a wrong way. I usually lack of the pronunciation if I have to pronounce a new word or strange word. I prepare myself through making a list of new vocabularies and

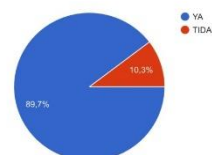
practice to pronounce them". So, it can be said that most students of X MIPA 6 feel anxious if they are aware and overly focus to their limited capabilities, which related to the lack of pronunciation as the problems to speak.

3) Lack of Speaking Ability



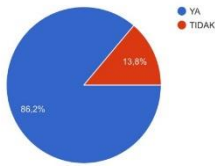
Based on the diagram above, from a total number of 29 students of X MIPA 6. There are 24 students (82,8%) answered "yes" and 5 students (17,2%) answered "no" for question about lack of speaking ability as one of the factors that affect the students' speaking anxiety in EFL Class during COVID-19 pandemic. Moreover, P2 said that "I'm anxious because I'm not fluent in using English to speak especially I lack of the vocabulary and I don't understand to use the grammar correctly. My speaking ability is lacking if I rarely make a sentence. I prepare myself through reading and memorizing the materials' vocabularies. Moreover, I practice in making a sentence". So, it can be said that most students of X MIPA 6 feel anxious if they are aware and overly focus to their limited capabilities, which related to the lack of speaking ability as the problems to speak.

4) Don't Understand the Materials



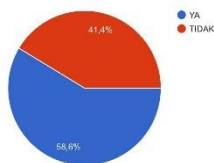
Based on the diagram above, from a total number of 29 students of X MIPA 6. There are 26 students (89,7%) answered "yes" and 3 students (10,3%) answered "no" for question about don't understand the materials as one of the factors that affect the students' speaking anxiety in EFL Class during COVID-19 pandemic. Moreover, P3 said that "I'm anxious if my teacher asks me to answers her questions in front of my friends while I don't understand the material, because I don't know what to say. I try to answers the questions depends on my opinion". So, it can be said that most students of X MIPA 6 feel anxious if they are aware and overly focus to their limited capabilities, which related to don't understand the material as the problems to speak.

5) Desires to Speak Perfectly



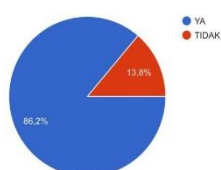
Based on the diagram above, from a total number of 29 students of X MIPA 6. There are 25 students (86,2%) answered “yes” and 4 students (13,8%) answered “no” for the question about desires to speak perfectly without making a mistake as one of the factors that affect the students’ speaking anxiety in EFL Class during COVID-19 pandemic. Moreover, P6 said that “I’m anxious because my friends will laugh at me if my answers is false. However, sometimes I want to speak perfectly without making a mistake like them but I lack of English vocabulary. I prepare myself through making and memorizing my text, and then I practice it”. So, it can be said that most students of X MIPA 6 feel anxious if they are aware and overly focus to their limited capabilities and their desires, which related to speak perfectly without make a mistake as the problems to speak.

6) Uncomfortable Position



Based on the diagram above, from a total number of 29 students of X MIPA 6. There are 17 students (58,6%) answered “yes” and 12 students (41,4%) answered “no” for the question about uncomfortable position as one of the factors that affect the students’ speaking anxiety in EFL Class during COVID-19 pandemic. Moreover, P5 said that “I’m nervous and anxious because it makes me uncomfortable to speak and it easily breaks my concentration. I also need a lamp to make me look more beautiful in a camera. I prepare my camera, lamp and chair”. So, it can be said that most students of X MIPA 6 feel anxious if they are aware and overly focus to their problems, which related to the required tools to learn and speak through Google Meet including chairs, cameras, lamps, and other tools as a new things for them to prepare.

7) Feeling Lonely to Speak

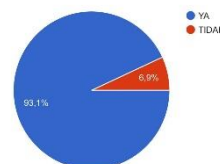


Based on the diagram above, from a total number of 29 students of X MIPA 6. There are 25 students (86,2%) answered “yes” and 4 students (13,8%) answered “no” for the question about feeling lonely to speak which is caused by the lack of the presence of teachers and their friends directly as one of the factors that affect the students’ speaking anxiety in EFL Class during COVID-19 pandemic. Moreover, P6 said that “I’m nervous because I can’t discuss with my friends directly and learn through Google Meet make us to be more individualistic. I try to call and discuss the materials to my friends”. So, it can be said that most students of X MIPA 6 feel anxious if they are aware and overly focus to their feelings, which related to feeling lonely to speak as a new thing for them to do and as a problem to speak.

2. The Students’ Strategies to Cope with Speaking Anxiety in EFL Class during COVID-19 Pandemic.

Since the students’ strategies to cope with speaking anxiety adapted from Kondo and Ling (2004: 262), the researcher divided the students’ strategies to cope speaking anxiety in EFL class during COVID-19 pandemic into four strategies and it can be seen from the result of the online questionnaire. However, the researcher found the new strategies during in-depth interview that can be described as follows:

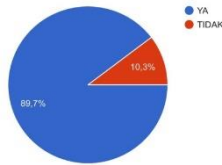
1) Preparing Themselves



Based on the diagram above, from a total number of 29 students of X MIPA 6. There are 27 students (93,1%) answered “yes” and 2 students (6,9%) answered “no” for the question about preparing themselves as one of the students’ strategies to cope with speaking anxiety in EFL Class during COVID-19 pandemic. Moreover, P1 said that “Yes, I prepare myself by making a text and then I prepare my headset and my connection. Moreover, I take a deep breath and drink a lot of water to relax my brain and to avoid forgetting a text. No, my anxiety would disappear at the first minutes of my speech”. So, it can be said that most students of X MIPA 6 cope with speaking anxiety by preparing themselves through making and memorizing a text, and reading the materials before the class. Moreover, the researcher found that most of them cope with

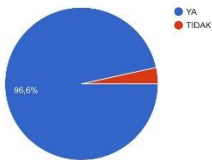
speaking anxiety by preparing the tools including connections, laptop, headset, chairs, etc.

2) Relaxing the Body



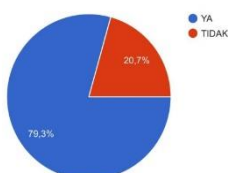
Based on the diagram above, from a total number of 29 students of X MIPA 6. There are 26 students (89,7%) answered “yes” and 3 students (10,3%) answered “no” for the question about relaxing the body by taking a deep breath as one of the students’ strategies to cope with speaking anxiety in EFL Class during COVID-19 pandemic. Moreover, P5 said that “Yes, I take a deep breath or shake my hand, pen, or things around me to relax my body before I speak. No, my anxiety will disappear when I start to speak”. So, it can be said that most students of X MIPA 6 cope with speaking anxiety by relaxing their body through taking a deep breath. The researcher also found that a few of them are relaxing their body through their own strategies likes P5 and P1. Moreover, the researcher found that some of the students cope with speaking anxiety by accepting and fixing their mistakes.

3) Thinking Positively



Based on the diagram above, from a total number of 29 students of X MIPA 6. There are 28 students (96,6%) answered “yes” and 1 students (3,4%) answered “no” for the question about positive thinking as one of the students’ strategies to cope with speaking anxiety in EFL Class during COVID-19 pandemic. Moreover, P1 said that “Yes, I’m try to think positively and believe that I have done my best. Moreover, I try to accept my teachers’ advice and make it a lesson for the future. No, my anxiety would disappear at the first minutes of my speech”. So, it can be said that almost all students of X MIPA 6 cope with speaking anxiety by thinking positively.

4) Seeking a Peer



Based on the diagram above, from a total number of 29 students of X MIPA 6. There are 23 students (79,3%) answered “yes” and 6 students (20,7%) answered “no” for the question about seeking a peer as one of the students’ strategies to cope with speaking anxiety in EFL Class during COVID-19 pandemic. Moreover, P4 said that “Yes, I’m try to find my friends’ support especially when I get wrong. So, I can discuss it to them. Yes, I do”). So it can be said that most students of X MIPA 6 cope with speaking anxiety by seeking a peer to discuss.

2. Discussion

As mentioned in the previous chapter, this research aims to find out the factors that affect the students’ speaking anxiety and students’ strategies to cope with speaking anxiety in EFL class during COVID-19 pandemic.

1. The Factors that Affect the Students’ Speaking Anxiety in EFL Class During COVID-19 Pandemic

Based on the researcher, students’ speaking anxiety is an emotional feeling caused by an unstable of students’ self-control when feeling afraid and nervous to speak. The researcher found that students feel afraid of a few things, and when they are overly nervous about it, it causes students to be anxious to speak. In other words, students feel anxious if they think negatively about a few things they were afraid of happening. Those things usually come from surroundings or their limited capabilities. So, it can be said that students feel anxious to speak in EFL class during COVID-19 pandemic when they have a negative thoughts about surroundings or their limited capabilities. Since the factors that affect the students’ speaking anxiety are adapted from Blackburn and Davidson (as cited in Triantoro Safaria and Nofrans Eka Saputra, 2012: 51), Darajad (1982: 9), Bukhori (2008: 16), Devito (2011: 414), Lee and Stapinski (2012), Worde (2003: 5), Koch and Terrell (as cited in Oxford1999: 65), Marwan (2007: 48), Oxford (1999: 66), Ellis (1994), and Osborne (as cited in Dewi and Ardianto 2006), the researcher divides the factors that affect the students’ speaking anxiety in EFL class during COVID-19 pandemic into external factors that caused by surroundings and internal factors that caused by limited capabilities.

Based on the findings of this research, the external factors that affect the students speaking anxiety during COVID-19 Pandemic are: first experience, teachers' correction, center of attention, lack of time to prepare, the length of time to speak, poor connection, unclearly voice and speak without a text. While, internal factors

that affect the students speaking anxiety during COVID-19 Pandemic are: lack of students' vocabulary, pronunciation and speaking ability, don't understand the materials, desires to speak perfectly, uncomfortable position and feeling lonely to speak.

Initially, the external factors that affect the students' speaking anxiety in EFL class during COVID-19 pandemic are caused by surroundings, including peers, teachers, materials, connections and other tools to speak through Google Meet. Google Meet is chosen to continue the learning process of SMAN 16 Makassar during COVID-19 pandemic. However, learning through Google Meet has found to produce new factors that affect the anxiety in students' speaking, especially for students in class X MIPA 6. First experience in speaking through Google Meet found as the external factors that affect the students' speaking anxiety in EFL class during COVID-19 pandemic. Based on diagram 4.1, most students of X MIPA 6 feel anxious about the first experience of speaking through Google Meet because it was a new thing for them to do. It is supported by the result of in-depth interview of P1, P3, P4, and P5 (see appendix D) state that they are anxious because it was their first experience to speak through Google Meet. In line with that, Devito (2011: 414) also states that there are five factors that cause a persons' anxiety when speaking in front of others, namely: new things, low status, awareness, differences and past experience.

Moreover, teachers' corrections also found as the external factors that affect the students' speaking anxiety in EFL class during COVID-19 pandemic. It can be seen from diagram 4.2 and the result of in-depth interview of P1, P2, and P5 (see appendix D) which shows that most students of X MIPA 6 feel anxious if the teacher gives some corrections in front of their peers because they are afraid of laugh at and ridiculed by peers. It is also supported by Oxford (1999: 66) who notes that harsh correction, ridicule and the uncomfortable handling of mistake in front of the classroom are among the most important teacher – students activities related to language anxiety. Moreover, Osborne (as cited in Dewi and Ardianto 2006) states that feelings of speaking anxiety are caused by afraid of becoming a center of attention and afraid of being laughed at by people. It can be seen from diagram 4.3 and the result of in-depth interview of P1, P2, P3, P4, P5 and P6 (see appendix D), which shows that most students of X MIPA 6 feel anxious if they are

asked to speak in front of their peers as a center of attention because they are afraid of laugh at by peers. However, the researcher found that afraid of laugh at by peers in learning process during COVID-19 pandemic is different from the normal class. Most of students laugh at their peers through the WhatsApp group. As a result, students who asked to answer the teachers' questions disturbed by peers' notifications that sent a funny sticker.

Furthermore, lack of time to prepare the answers found to be the greatest external factor of speaking anxiety for students of X MIPA 6 because almost all of the students feel afraid if the teacher calls them one by one to answers her questions directly, as explained by Koch and Terrell (as cited in Oxford 1999: 65) in chapter two, "being called on to respond orally can produce anxiety" and Marwan (2007: 48) who states that lack of preparation is the major contributors of students' speaking anxiety. It can be seen from diagram 4.4, which shows that there was only one student who didn't feel anxious, while others feel anxious if the teacher didn't give enough time to prepare their answers, while the result of in-depth interview of P1, P2, P3, P4, P5 and P6 (see appendix D), shows that they are anxious if the teacher didn't give enough time to prepare their answers because they are running out of words to speak, especially if they have to speak for a long time without holding or reading a text because it creates a threatening situation for them because it is showing their limited capabilities. It is supported by Blackburn and Davidson (as cited in Triantoro Safaria and Nofrans Eka Saputra, 2012: 51) who explain that the factors that cause anxiety, such as awareness of the perceived situation, whether the situation is threatening or not. Therefore, speak for a long time and speak without holding or reading a text also found as one of the external factors of students' speaking anxiety. It can be seen from diagram 4.5 and 4.8, which shows that most students of X MIPA 6 feel anxious if the teacher asks them to speak for a long time without giving enough time to make a text, so that the students are required to speak without holding or reading a text. It is also supported by the result of in-depth interview of P1, P2, P3, P4, P5 and P6 (see appendix D) which shows that students feel anxious if they are asked to speak for a long time and asked to speak without holding or reading a text because they are afraid of forgetting their text because it shows their limited capabilities.

Moreover, diagram 4.6 and 4.7 and the result of in-depth interview of P1, P2, P3, P4, P5 and P6 (see appendix D), shows that a poor connection causes an unclear voice and it is very disturbing for learning process through Google Meet. It is supported by Lee and Stapinski (2012) who states that worries related to computer use and internet access cause anxiety (mental disorder). He also notes that people are worried if access to the internet leads to a voice that is not clear because it causes a misunderstanding. Therefore, most students of X MIPA 6 feel anxious if their connection is poor, because it makes the teachers' voice unclear when explaining the material, so they are afraid if they don't understand the material. Most students also feel anxious if their voice unclear when speaking through Google Meet because they are afraid of being misunderstood.

Secondly, the internal factors that affect the students' speaking anxiety in EFL class during COVID-19 pandemic are caused by their limited capabilities, including lack of vocabulary, pronunciation, and speaking ability. It can be seen from diagram 4.9, 4.10, and 4.11, which show that most students of X MIPA 6 feel anxious because they are overly focus to their limited capabilities including lack of vocabulary, pronunciation, and speaking ability as the problems to speak. It is supported by Blackburn and Davidson (as cited in Triantoro Safaria and Nofrans Eka Saputra, 2012: 51) who states that awareness of self-control to focus on self-problems can cause anxiety. Moreover, the result of in-depth interview of P1, P2, P3, P4, P5 and P6 (see appendix D) related to lack of vocabulary, shows that students feel anxious because they can't speak and convey their messages well to the teacher and friends if they are lack of vocabulary. Meanwhile, the result of in-depth interview of P1, P2, P3, P4, P5 and P6 (see appendix D) related to lack of pronunciation, shows that students feel anxious because they are afraid of laugh at by peers if they are lack of pronunciation (spelling the words in a wrong way) and the result of in-depth interview of P1, P2, P3, P4, P5 and P6 (see appendix D), shows that students feel anxious because they aren't fluent in speaking English Language and they are of afraid of using a wrong grammar to speak.

In line with theory of Ellis (1994), everybody desires perfectness but if the target of perfectness is unreachable, it leads to anxiety. Therefore, most of the students feel anxious if they try to speak perfectly because they are

afraid of laugh at and ridiculed by peers if their target is unreachable. It can be seen from diagram 4.13 and the result of in-depth interview of P1, P2, P3, P4, P5 and P6 (see appendix D), which shows that most students of X MIPA 6 feel anxious if they have any desires to speak perfectly without make a mistake because they are afraid of laugh at by peers, especially if students pronounce a word in a wrong way or forget the vocabulary. However, the students need their peers to discuss the materials and to provide some supports. It can be seen from diagram 4.12 and 4.15, which shows that don't understand the material and feeling lonely to speak found as the internal factors that affect the students' speaking anxiety in EFL class during COVID-19 pandemic. Students feel anxious if they can't understand the lessons or the material while they are asked to answer the teachers' questions in front their peers, because they are run out of words to speak, as seen in the result of in-depth interview of P1, P2, P3, P4, P5 and P6 (see appendix D). It is supported by Worde (2003: 5) who states that "the inability to understand what is being said in the classroom often lead to speaking anxiety". Therefore, the students feel anxious if they don't feel their peers' presence to discuss the material or to provide some supports like a normal class because it was a new thing for them to feel. It is supported by Devito (2011: 414) who states that new things to feel may leads to anxiety when speaking in front of others. Moreover, the result of in-depth interview of P1, P2, P3, P4, P5 and P6 (see appendix D) related to feeling lonely to speak, shows that the students need their peers' presence to support them to understand the materials.

Furthermore, the uncomfortable position also found as a new thing for students to feel and it found to be the weakest internal factors that affect the students' speaking anxiety in EFL class during COVID-19 pandemic. Based on diagram 4.14 and the result of in-depth interview of P1, P2, P3, P4, P5 and P6 (see appendix D) show that some students of X MIPA 6 don't feel anxious, while some other students feel anxious if their position is uncomfortable because it easily breaks their concentration. The researcher also found that students' concentration not only easily breaks through the uncomfortable position of their chairs or cameras, but also headsets for the audio and lamps for the light.

- 2) Students' strategies to cope with speaking anxiety in EFL class during COVID-19 Pandemic.

Since the strategies to cope with speaking anxiety in EFL class during COVID-19 pandemic are adapted from by Kondo and Ling (2004: 262), the researcher divides the students' strategies into preparing themselves, relaxing the body, thinking positively and seeking a peer. Therefore, the first strategy to cope with speaking anxiety in EFL class during COVID-19 pandemic is preparing themselves. It can be seen from diagram 4.16 and the result of in-depth interview of P1, P2, P3, P4, P5 and P6 (see appendix D), which shows that most students of X MIPA 6 cope with speaking anxiety by preparing themselves through reading the materials before the class, and writing then memorizing a text before speaks. Moreover, diagram 4.17 and the result of in-depth interview of P1, P2, P3, P4, P5 and P6 (see appendix D) shows that most students of X MIPA 6 cope with speaking anxiety by relaxing the body through take a deep breath, drink much water or shake things around.

Furthermore, thinking positively found to be the greatest strategies to cope with speaking anxiety. It can be seen from diagram 4.18 which shows that only one student who didn't use this strategy, while others use this strategy to cope with speaking anxiety, as seen in the result of in-depth interview of P1, P2, P3, P4, P5 and P6 (see appendix D). The last but not least, there is a diagram 4.19 and the result of in-depth interview of P1, P2, P3, P4, P5 and P6 (see appendix D) which shows that most students of X MIPA 6 cope with speaking anxiety by seeking a peers' support. However, the researcher found that the students not only need their peers to get some supports but also they need their peers to discuss the materials.

Additionally, the researcher found new strategies for students to cope with speaking anxiety in EFL class during COVID-19 pandemic during in-depth interview. They are preparing the tools and accepting and fixing the mistakes. It can be seen from the result of in-depth interview of P1, P2, P3, P4, P5 and P6 (see appendix D) which shows that some of others students cope with speaking anxiety by preparing some tools, like wi-fi for having a strong connections, chair for having a comfort position, hand phone or laptop for having a good cameras, headset for having a good audio and lamp for having a good lighting. Moreover, a few students cope with speaking anxiety in EFL class during COVID-19 pandemic by accepting and fixing their mistakes, as seen in the result of in-depth interview of P1, P2, P3, P4, P5 and P6 (see appendix D)

As a result, the researcher concludes that students' strategies to cope with speaking anxiety in EFL classroom during COVID-19 pandemic are: preparing themselves, preparing the tools, accepting and fixing the mistakes, relaxing the body, thinking positively and seeking a peer.

5. Conclusion

1. Students' speaking anxiety is an emotional feeling caused by an unstable of students self-control when feeling afraid and nervous to speak.
2. The situation of COVID-19 pandemic produces more factors that affect the students' speaking anxiety because they need to face a lot of new things during the online learning process. They are external factors; first experience, teachers' correction, center of attention, lack of time to prepare, the length of time to speak, poor connection, unclear voice and speak without a text; and internal factors; lack of students' vocabulary, pronunciation and speaking ability, don't understand the materials, desires to speak perfectly, uncomfortable position and feeling lonely to speak.
3. The situation of COVID-19 pandemic creates new and different strategies to cope with speaking anxiety in EFL class. They are preparing themselves, preparing the tools, accepting and fixing the mistakes, relaxing the body, thinking positively and seeking a peer.

Praise and gratitude the writer prayed to Allah SWT who has given His grace and guidance so that the writer is able to complete the thesis with the title "*EXPLORING STUDENTS' SPEAKING ANXIETY IN EFL CLASS DURING COVID-19 PANDEMIC*". This thesis is submitted in order to complete undergraduate studies to achieve a bachelor's degree in education.

This thesis consists of five chapters, namely CHAPTER I Introduction, CHAPTER II Literature Review, CHAPTER III Research Methods, CHAPTER IV Results and Discussion, and CHAPTER V Conclusions and Suggestions. The results of the analysis and discussion of the research show that the situation of COVID-19 pandemic produces more factors that affect the students' speaking anxiety and creates new and different the strategies to cope with speaking anxiety.

The writer expressed his appreciation and gratitude as high as possible to Dr. A. Muliati M, M.Pd. as the first supervisor and Drs. Ahmad Talib, M.Pd. as the second supervisor. Thank you also to the team of examiners,

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