

# Anxiety about English Public Speaking in the Students of English Education Department

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## ABSTRACT

Speaking in spoken English is the act of conveying information or expressing thoughts and feelings. This study described how to analyze students' speaking fear in English Public Speaking at eighth semester Muslim Nusantara University Al-Washliyah Medan English Education Department. The qualitative research method was applied in this study. The researcher employed observation, interview, and questionnaire to gather the data. Three main stages of data analysis were used by the researcher: data reduction, data display, and conclusion drawing verification. Following a study of the data, the researcher came to the following conclusions about speaking fear among students at eighth semester Muslim Nusantara Al-Washliyah Medan English Education Department: First, the researcher discovered that the following factors contributed to students' speaking anxiety in English Public Speaking: self-prediction of fear, illogical faith, oversensitivity to threat, anxiety sensitivity, incorrect attribution of body signal, and low self-efficacy. Second, students' lack of speaking confidence in English, fear of making mistakes when speaking, nervousness when the teacher asks them to speak up, and shyness to perform in front of the class are the causes of students' speaking anxiety.

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## PENDAHULUAN

Students are expected to have outstanding public speaking abilities, given the importance of public speaking for both educational and future career goals. Public speaking, according to Bodie (2010), is an important aspect of leadership communication, an important professional talent, and the ability to deliver successful presentations is typically a significant portion of work obligations. As a result, several colleges, such as English Education Department University Muslim Nusantara Al-Washliyah's, include Public Speaking and Rhetoric as one of the required topics for students. This course allows students in the fifth and sixth semesters to learn about the nature of public speaking and how to speak in front of a class.

Public Speaking Anxiety is also experienced by researchers, who are very difficult to speak in public. There are nervousness and anxiety when speaking in public which until now have not been resolved. The researcher made observations on the Rhetoric course in the sixth semester. It turns out, not only researchers who experience this anxiety. Many students experience anxiety when they are speaking in public.

Anxiety is described as a feeling of unease and anxiety brought on by the expectation of something dangerous. Anxiety disorders are among the most prevalent mental problems encountered by public presenters, according to Kirkwood and Melton (2002). People who experience anxiety about speaking in public seek for avoiding circumstances in which they must perform, but when they do, they undergo severe distress and worry. People in general, according to Kant (2000), judge and criticize those who show fear of public speaking and fail to make a powerful impression through assertive gestures. These issues might act as roadblocks to reaching

one's personal and professional goals; as a result, speakers must build good public speaking abilities in order to gain confidence.

Measuring the level of students' public speaking is highly recommend since it can assist students understand how their anxiety levels have change over time and what factors have influenced their anxiety. It can also give the teacher information to help them come up with effective techniques to help students overcome their fear of public speaking. According to a study conduct by Sikandar (2017), students' public anxiety is mostly driven by their fear of speaking in front of others, as evidenced by the fact that 75% of students agree with the statement whether or not they have fear of public speaking.

Based on the explanation above, the researcher is interested in conducting the research with the title, "The Anxiety about English Public Speaking in the Students of English Education Department"

## METODE

The method employ in this study is descriptive research using a qualitative approach. According to Heigham and Crocker (2009), qualitative research focuses on understanding how participants experience a phenomenon at a certain time and in a specific context, as well as the numerous meanings that phenomenon has for them. Observations, interviews, open-ended questionnaires, and diaries are among the data collecting strategies mention by Heigham and Crocker (2009). Because this study intends to provide insight into the case of language anxiety in the eighth semester of Muslim Nusantara Al-Washliyah of Medan, specifically anxiety in the English language, the qualitative approach is chosen. Case study, according to Fraenkel, is a qualitative research method that examines a single person, group, or significant example in order to generate interpretations for the unique case or to provide meaningful generalization.

In this study, the researcher are using a checklist sheet to find out the factors and types of anxiety before distributing a questionnaire, and also conduct an interview to validate the data collect in this study about the factors influencing students' anxiety in English public speaking and the types of students' anxiety in English public speaking in eighth semester English Department at Muslim Nusantara Al-Washliyah of Medan. As a result, the study case method allows the researcher to focus on specific students in order to better comprehend the situation of language anxiety.

The researcher analyze students' speaking fear using the eighth semester as a research subject, which include three males and seven females. The researcher is concerned about a group of students who are afraid of speaking a foreign language. Personal and interpersonal anxieties, learner beliefs about language learning, instructor beliefs about language teaching, classroom procedures, language testing by Young in Ohata (2005). That cause students anxiety in speaking, and the types of anxiety (communication apprehension, test anxiety, and fear of negative evaluation) by Horwitz et al. were the indicators of this research (1986).

### 1. Observation

Observation became the initial method of acquiring data in order to obtain real-life circumstances in the speaking class. Heigham and Crocker (2009) define observations as "the deliberate observation of participants' conduct in a natural setting, such as a classroom or any other environment where the language is being study." The observation is carried out in an eighth-semester class to see and understand how nervousness manifest itself during the speaking performance. The data is collect using an observation sheet. When the researcher describes students' speaking fear and problems that may emerge, observation is use.

### 2. Interview

In order to support and validate the information provide by the students, the researcher conducted an interview. An interview, according to Heigham and Crocker in Saputri (2017), aims to delve

deeper into the respondents' experiences, perspectives, and feelings. The data for this study is gathered through a semi-structured interview. When the interviewee is asked about their opinions and ideas, a semi-structured interview is used to locate the problem as fairly as possible (Sugiyono, 2012). Furthermore, according to Heigham and Crocker in Saputri (2017), a semi-structured interview is one in which the interviewer has predetermined the topic to be explored but is prepared to allow respondents to reveal vital new information.

Interviews are performed to acquire data and if the researcher wants to locate students who are anxious. Furthermore, the objective of this interview is to confirm the results of the observation and to provide additional data for this study. Face-to-face questioning between the interviewer and the informant or interviewee, with or without the aid of an interview guide, is used to acquire information for the goal of research.

### 3. Questionnaire

The questionnaire is the primary tool for gathering information. The researcher can use this strategy to extract data from an open questionnaire. An open questionnaire is used to determine the likely source of anxiety as well as the sort of anxiety experience when speaking English. According to Teresa et al., an open questionnaire or free response question is one that does not include any options and requires the responder to provide a response, which is commonly a number, a word, or a brief phrase. The type can be defined by their response to an open-ended questionnaire meant to collect students' responses on a factor behind their anxiety in speaking.

According to Creswell, you can ask both close-ended and open-ended questions on questionnaires. The questionnaires will be used by the researcher to verify the findings of the observations and interviews, as well as to obtain detailed information from students on their fears about speaking in public in English. This is an example of a questionnaire of Public Speaking Anxiety;

#### Personal Report of Public Speaking Anxiety (PRPSA)

Matrix No.: \_\_\_\_\_ Gender: Male/Female Course: Arts/Sciences

Directions: Below are 34 statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you:

Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5.

1    2    3    4    5

1. While preparing for giving a speech, I feel tense and nervous.
2. I feel tense when I see the words "speech" and "public speech" on a course outline when studying.
3. My thoughts become confused and jumbled when I am giving a speech.
4. Right after giving a speech I feel that I have had a pleasant experience.
5. I get anxious when I think about a speech coming up.
6. I have no fear of giving a speech.
7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.
8. I look forward to giving a speech.
9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.
10. My hands tremble when I am giving a speech.
11. I feel relaxed while giving a speech.
12. I enjoy preparing for a speech.

13. I am in constant fear of forgetting what I prepared to say.
14. I get anxious if someone asks me something about my topic that I don't know.
15. I face the prospect of giving a speech with confidence.

McCroskey, J. C. (1970). Measures of communication-bound anxiety. *Speech Monographs*,

### *Technique of Data Analysis*

Following Miles and Huberman's paradigm for qualitative analysis, the data analysis process is divided into three primary phases: data reduction, data display, and conclusion drawing and verification.

#### 1. Data Reduction

First, the massive amount of data must be categorized and minimized or redesigned in some way. Data reduction, according to Miles, is the process of selecting, concentrating, abstracting, and changing data. In this example, the researchers select data from observation interviews and questionnaires given to students. Then, this summary analyzes the data to see what's relevant, groups the data, selects the data that's needed, and arranges the data in the right format so that it can produce useful results and conclusions.

The reduction process is the initial phase. It will be done out as soon as the data is obtained. The results of the questionnaire and interviews are put in a pattern and grouped according to the study question. During this process, all data related to students' nervousness in speaking English will be gathered.

#### 2. Data Display

The second element of Miles' qualitative data analysis model is data display. This phase provides order and composes a collection of data from which conclusions can be drawn. The researcher displays data that had been decreased in size to make data interpretation easier. It is presented in a table with the fundamental categories, such as factors that lead to linguistic anxiety.

The data is displayed in the second stage. The data being grouped in more particular ways. In the short run, data from reduction would be better categorized. During this approach, the researchers gather information on factors affecting students' anxiety as well as different types of speaking anxiety.

#### 3. Conclusion and Verification

Drawing conclusions entails taking a step back to understand what the analyzed data imply and how they relate to the research issue. The writer deduces meaning from the data in a display during this phase. Verification, which is tied to conclusion drawing, requires reviewing the data as many times as needed to cross-check the emergent conclusions. Verification is a term used to describe a method that can be used to explain the answers to research questions and objectives.

The researcher can infer that there are three processes in reporting the findings of a qualitative study in this step. The first step is to reduce the amount of data that is being collected. Its purpose is to ascertain the research's main points. Second, after obtaining the research's main findings, it is described in the form of a story in order to be more relevant and understandable. Drawing conclusions is the last step. After reviewing all of the data, the researcher comes to a conclusion about the researcher.

The procedure of conclusion is the final phase. The structure of students' fear of speaking English is discovered by the researcher. Furthermore, it would be discussed based on the theory and supported by facts and information gathered through the study of students' responses to the questionnaire and interview. The researcher would then draw conclusions about the factors of anxiousness. The results of the questionnaire and interview are evaluated to discover the different sorts of students' nervousness in speaking English.

The findings of the study were provided in this chapter. The findings and the discussion of the research are the chapter's two primary components. The research provided the findings of the data analysis of the causes generating students' English speaking anxiety in the eighth semester of the English Education Department of the Muslim Nusantara University of Medan students who participated in questionnaires and interviews. The interpretation of the research's findings is the topic of the conversation.

*The Result of Observation*

The researcher observed the students in order to determine the contributing element to their speaking fear. During the observation process, the teacher went over speaking lessons from earlier. The lecture began, and the teacher then requested the pupils to stand in front of the class and speak in English about the information they had been given earlier. The material was then presented by the students in front of the class.

The students' presentations in front of the class allowed the researcher to observe and evaluate their speaking abilities. The students found it challenging to demonstrate their skills; they felt anxious, uneasy, and self-conscious. The researcher then discovered that the students appeared to be struggling to express themselves in a foreign language and appeared hesitant to try. Then, the researcher discovered that students' anxiety levels contributed to the audience's failure to comprehend what the speaker had to say.

After class was over, the instructor wrapped up the course by reiterating and providing examples of the subject that had been learned. When speaking in front of the class, the teacher pleaded for better self-control. The teacher ended the lecture by reciting hamdalah and making sure to extend a welcome. The students responded.

According to data observation, the researcher discovered that the students felt scared and shy when speaking up. The researcher also identified the following issues with students' speaking anxiety:

- a. Students were anxious to speak in front of the class because they believed they had overestimated their ability to practice English.
- b. Students had irrational faith when using the English language.
- c. Students felt overly threatened when speaking English in front of the class.
- d. Students felt sensitive to anxiety when arranging sentences to speak in English.
- e. Students had incorrect body signals when performing in front of the class.
- f. Students had low self efficacy.

The researcher came to the conclusion that the students' speaking anxiety was consistent with the theory because they had low self-efficacy, excessive self-prediction of fear, irrational faith, excessive sensitivity to threat, and sensitivity to anxiety. The researcher in this study condensed the data into the following categories: instructors' greetings, teachers' explanations of the subject matter, and teachers' closures of lessons after the activity.

Table 4.1.1  
Observation Result

No	Aspect	Tool (Observation Note)
1	Students felt they were being too optimistic about	Students found it challenging and nerve-racking to practice speaking in front of the class in English.
2	Students who used English experienced unreasonable faith	Students lacked confidence when speaking in English
3	Students perceived threats with excessive sensitivity	students' threat or reluctance to speak up
4	Student apprehension was sensitively felt.	Students were anxious when performing in English because of how to arrange phrases.
5	Students' attribution body signals were incorrect.	When facing the audience in front of the class, students

	were anxious and afraid because their body language was off.
6 Student self-efficacy was low.	Students' self-confidence in their ability to do the assignment successfully is lower

### *The Result of Interview*

Based on the perceptions of the students, the researcher sought to understand the role of the students in speaking anxiety. The researcher posed an English students with six questions. The first is excessive self-prediction of fear, the second is irrational faith, the third is excessive sensitivity to threat, the fourth is anxiety sensitivity, the fifth is incorrect attribution of body signals, and the sixth is low self-efficacy. As shown in the dialogue below:

1. Question: Do you agree that one of students' difficulties speaking English is a lack of confidence?  
Answer : Yes, they felt unconfident since they were afraid of making a mistake in front of the class. If he made mistakes in front of the class, they felt humiliated and feared his buddies would make fun of him, which ultimately made them lack confidence.
2. Question: What are the reasons why students who use English frequently feel anxious?  
Answer: I believe that because their basic abilities are not regarded as high, they will feel anxious if asked to speak English in front of the class. due to kids' abilities, which are not generally recognized by their peers but are fairly apparent in their fluency, vocabulary, and grammar. But I was uneasy about the low.
3. Question :If a student is performing in front of the class and you saw him, is that what's causing the students to lose focus?  
Answer : Yes, some students have asked me to turn around in the past. I and his companions lose concentration when we pay attention to him. I also check the consistency of student performance.
4. Question :Do you believe that students' difficulties with English proficiency may have a psychological component related to anxiety?  
Answer : Yes, nervous if wrong the most of the time. A psychological issue.
5. Question :Do your students give off the improper body language when speaking or performing in English?  
Answer : Nearly all students have above-average talents, yet their body language is still poor. Used body language, such as gesturing with the hands and making facial expressions, when speaking in English, which is often silent. Some students have had trouble expressing themselves.
6. Question :Do you believe that one of the reasons why students have trouble speaking English is due to the low value?  
Answer : Yes, low value assessed itself and even rendered it self incapable, and it had an impact on learning.

According to the interview's findings, the teacher concurs with the premise that speaking anxiety plays a part in learning a foreign language like English. Speaking English as a foreign language had the following speaking anxiety factors: excessive self-prediction of terror, Overly sensitive to threat, anxiety sensitivity, incorrect attribution body signal, and low self-efficacy are some examples of irrational faith. Additionally, students' shyness, anxiety, and lack of confidence were the main contributors to their speaking anxiety when speaking English as a second language. The data are consistent with the hypothesis, so the researcher did not need to exclude or decrease the data from the interview with the English teacher.

Interviews were used by the researcher as well to support the data. The purpose of the interviews was to learn what the teachers thought about the difficulties that students had learning speaking skills. The results of the researcher's interview are shown in the table below:

Table 4.1.2  
Result Interview

No	Conclusion of Teacher' Answer
1	Students lack confidence, some are afraid to speak in front of the class, and when they make mistakes, they get bashful and fear that their friends will make fun of them.
2	Some students' talents were not considered to be very high, and they undoubtedly experience anxiety when speaking in front of the class in English due to their lack of fluency, vocabulary, and grammar.
3	Some students have occasionally urged the teacher to look in another direction when doing so causes them to lose focus.
4	Students experienced anxiety, which is a psychological issue.
5	Students often speak in silence because they can't convey themselves using their body language, such as their hands or facial expression.
6	Low-value students evaluated themselves and had an impact on their learning.

### *The Result of Quistionnare*

The six items on the open-ended questionnaire the researcher used to gather data were all concerning the challenges participants experienced when giving speeches, with two of the items serving as the core question utilized to elucidate the study issue. The researcher examined four statements from the chapter 2 of the theory of source anxiety: (a) I'm afraid of making mistakes with my grammar, pronunciation, or vocabulary; (b) I'm afraid that my friends will think poorly of me; (c) I'm not confident in my English skills; and (d) The lecturer is too formal.

In order to support the findings of the observation and interview, the researcher also administered a questionnaire to the students. The questionnaire's questions were virtually identical to those used in teacher interviews. It sought to gain a greater knowledge of the causes and contributing factors to students' speaking anxiety in English Public Speaking.

The results of the survey showed that the following students at Muslim Nusantara University Medan's eighth semester English department had anxiety when speaking in public in English:

1. Some students were less inclined to speak up or respond to questions in the alien language of English. When speaking in English, they were frightened and worried about making mistakes, as can be seen in number 1. As a result, they felt anxious when speaking in front of the class and wasted a lot of time practicing, as evidenced by number 2. This issue falls under the category of state anxiety, which is a sort of anxiety that students experience when they are confronted with a certain scenario.
2. When the teacher requested them to speak in English in front of the class, some students felt lightheaded, their hearts beat quickly, and they wanted to twitch. From numbers 3 and 4, it appeared. This issue includes a form of anxiety.
3. Some students experience anxiety as a result of a teacher's eye contact or their friends' opinions, which indicates that a student's inclination to experience anxiety is a characteristic anxiety type. It displayed five.
4. Some students stated that felt shy and unsure because low value, this condition included to trait anxiety type.

Based on the responses provided by the students to the questionnaire, the researcher was able to say that the responses were varied and that the questionnaire was designed to corroborate the information from the observation interview.

According to the questionnaire's results, the majority of students in the eighth semester English Department concur that the following issues contribute to students' speaking anxiety: According to the questionnaire's results, speaking anxiety issues existed as follows:

- a. When speaking in front of the class, the student noticed that she was trembling.

- b. Irrational faith Students are unable to handle the challenges of speaking in a foreign language in front of the class.
- c. Overreacting to danger: Students' dread of making mistakes.
- d. Anxiety sensitivity: Due to their fear and panic, students were unable to manage their emotions, which manifested as heart palpitations, shortness of breath, and other anxiety-related symptoms.
- e. Inaccurate bodily signal: Students' nervousness causes them to sweat and breathe quickly, which makes them unable to control their bodies.
- f. Low self-efficacy: Less confidence in students

Additionally, shyness, fear of making mistakes, lack of confidence, and lack of desire were contributing factors to students' difficulties with speaking anxiety.

No	Question	Answer		Percentage %		Total
		Yes	No	Yes	No	
1	Do you ever feel scared to answer your friend's questions using English?	3	2	60%	40%	5
2	Do you ever feel nervous when speaking English in the class?	3	2	60%	40%	5
3	Do you ever feel dizzy and want to twitch when speaking in English in the class?	3	2	60%	40%	5
4	Is your heart breathed fast when teacher asks you to come forward to the class to tell something in English suddenly?	3	2	60%	40%	5
5	Does the teachers' eye contact or friend's views make you nervous when speaking in front of the class?	4	1	80%	10%	5
6	Do you feel scared or anxious when you are asked to retell the material in English later in the class?	4	1	80%	10%	5

### Discussion

The researcher would like to explain the findings of the study's definition of the problem the process of learning to speak in class in this section. The researcher talked about the pupils' public speaking nervousness in English. The researcher used observation to determine the issues or causes of speaking anxiety among students as they participated in English Public Speaking. In order to understand the issues and causes of speaking anxiety



faced by the students, the researcher performed the research by observing the class, interviewing the students, and providing them questionnaires.

### *Students' Speaking Anxiety Factor in English Public Speaking*

The researcher used questionnaires, interviews, and observation to learn more about the students' speaking anxiety issues. After conducting the study, the researcher discovered that the reasons contributing to students' speaking anxiety were their own self-prediction regarding speaking up in English in front of the class, which made them uncomfortable. Additionally, the pupils continued to experience anxiety, dread, and menace when using the English language.

The following factors, which are in line with Jeffery's theory and explain anxiety factors in English Public Speaking, can be deduced from the results of the problem above: excessive self-prediction toward, irrational faith, excessive sensitivity to threat, the sensitivity of anxiety, incorrect attribution of body signals, and low self-efficacy. After the research was analyzed and the findings were discovered, the researcher should have contributed the findings in a more beneficial manner. Vocabulary, pronunciation, and grammar fluency are the components of speaking English that should be good and anxiety-free so that students can master the language.

### *Causes of Students' speaking Anxiety in English Public Speaking*

After conducting the study, the researcher discovered the reasons why students experience speaking anxiety when speaking in public in English. The researcher came to some conclusions concerning the causes of students' speaking anxiety in English Public Speaking based on the outcome of the teacher interview and the results of the student survey.

Based on the results from the questionnaire and interview, the researcher discovered that the majority of the students were uncomfortable and lacking in confidence when they wanted to talk in English. They also expressed anxiety of making mistakes. The second factor that contributes to speaking anxiety is the fear of speaking up in front of other students. Huberty backed up the aforementioned aspect of speaking anxiousness. The conclusion that Jeffery's theory was appropriate with the actual condition may be drawn from the results of the investigation described above. It can be concluded that the main contributing factors and causes of students' speaking anxiety were fear, worry, heart breathing, over self prediction toward, irrational faith, over sensitivity toward threat, sensitivity of anxiety, wrong attribution body signal, and low self efficacy in speaking, especially in English Public Speaking.

## SIMPULAN

The students' over self-prediction toward, irrational faith to speak something in English, sensitivity of anxiety, incorrect attribution body signal because they cannot express their ideas in English well, and low self-efficacy were the students' speaking anxiety factors in English Public Speaking. These factors prevented the students from practicing speaking English Public Speaking. Based on the students' inability to practice their English speaking due to nervousness, it might be inferred that they were lacking in confidence, afraid of making mistakes, shy, worried, scared, or panicked.

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