

**PSYCHOLOGICAL FACTORS AFFECTING STUDENTS' SPEAKING
PERFORMANCE OF THIRD SEMESTER STUDENTS AT ENGLISH STUDY
PROGRAM OF STKIP INSAN MADANI AIRMOLEK**

**WIDI SYAFTINENTIAS¹, FAJAR WIRAWAN², LOLY NOVITA³, SILVIANA
MASRAN⁴**

Lecturers of the English Study Program of STKIP Insan Madani Airmolek^{1,2,3,4}
e-mail: widisynz@gmail.com¹, fajarwirawan34@gmail.com², lolyfachruddin@gmail.com³,
silviana.masran87@gmail.com⁴

Abstract: The objective of the research is to find out the psychological factors affect students' speaking performance. The research is descriptive qualitative research. The participant of this research was taken through random sampling technique. The participant of this class is class A which consist of 47 students. The research instrument of this research is questionnaire. In this research, the technique analysis data are collecting data, categorized the data based on indicators, describe the data and make conclusion. Based on the result of the research, there are several psychological factors which become the barriers for the students in performing their speaking, they are anxiety, fear of making mistakes, shyness, lack of motivation, and lack of confidence. These psychological factors not only appear from one student who is presenting his speaking competence in front of the class, but also from other students who act as audience in individual speaking activity.

Keywords: psychological factors, speaking performance

A. Introduction

As an international language, English plays an important role when the world has become a global village and means of communication have become faster and cheaper. People communicate to preserve and continue prevailing social interactions and to develop new relationships as well. Speaking is not merely opening mouth and say words and sentences, but it includes a cultural background of a target language which is spoken to get meaningful interaction (McKay, 2008).

Furthermore, speaking is one of productive skills where this aspect becomes a parameter of successful teaching and learning in classroom (Richard, 2008). Therefore, the students need to fight so hard to have a fluent speaking. However, many teachers have tried to apply various activities to have their students practice their speaking such as group presentation, peer friends conversation, and also debate by rising a certain issue (Hidayat & Herawati, 2012)

Knowing above facts on how a language is used orally by a certain person, it is true that producing a good speaking performance in English is not easy for EFL students. In addition, acquiring English speaking is not as easy as first language especially for Indonesian students where English is a foreign language for them. It is very challenging for the students since it needs a great attempt because of its regularly present in the real life in everyday communication (Fauzan, 2016)

Difficulty of EFL students on performing English speaking probably caused by cognitive or psychological factors. However, if the students with a good cognitive ability still have a difficulty on speaking, main psychological factors as motivation, self-esteem, and anxiety are potential aspects in influencing the students' oral performance (Aouatef, 2015). Particularly, there are the feeling of being afraid in making mistakes, lack of confidence and motivation, shyness, and also anxiety which exist when the students have to speak in front of the class (Juhana, 2012). For instance, the behavior of being too shy, anxious, and fear of making mistakes are caused by opportunity that the students seldom to get to speak as well as corrections which are given by the teacher directly when the students are performing their speaking (Fauzan, 2014).

Based on the researcher preliminary research on the Third Semester Students at English Study Program of STKIP Insan Madani Airmolek, it seems that many students at English study

program had problem in speaking. First, students were afraid of or anxious for speaking English. Students are afraid of making mistakes in front of their friends and their lecturer. Second, the students may not have adequate vocabulary. In practice, however, many students feel frustrated as they find that speaking in a foreign language is a complex matter. Third, the students may not be able to pronounce the words correctly and it may make them feel embarrassed and it can increase their anxiety to speak because they are afraid of making mistakes. Those factors, like fear of making mistakes, anxiety and nervous were commonly caused the psychological factors. It refer to thoughts, feeling and other cognitive characteristics that affect the attitude, behavior, and functions of the human mind.

Therefore, the researcher tries to apply to find out the psychological factors that affect the students speaking performance, that is the reason why the researcher chooses the title “Psychological Factors Affecting Students’ Speaking Performance of the Third Semester Students at English Study Program of STKIP Insan Madani Airmolek”

In this research, the researcher focus on psychological factors affect the students’ speaking performance of the third semester students of English Study Program of STKIP Insan Madani Airmolek in a) fear of making mistake, b) shyness, c) anxiety, d) lack of confidence and e) lack of motivation. The objective of the research is to find out the psychological factors affect students’ speaking performance of the Third Semester Students at English Study Program of STKIP Insan Madani Airmolek.

The result of this research is expected to give theoretical and practical valuable significance. Theoretically, it is expected that the result of this research can enrich the theories of language teaching technique in teaching speaking. Then, practically, it is expected that this research can be a guideline or information for English teacher about the psychological factors affecting students’ speaking performance.

B. Review of Related Literature

Speaking

Speaking is an activity used by someone to communicate with others. It takes place everywhere and has become a part of daily activities. According to Bygate (2003) speaking is an oral expression that involves not only to the use of right patterns of rhythm and intonation but also to the right order to convey the right meaning. One of the basic problems in foreign language teaching is preparing the students to be able to use English. Preparing and considering the objective of the lesson to get successful learning is needed by the teacher. It is also necessary to know a certain amount of grammar and vocabulary in order to be able to speak English. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling, and thought. He or she also shares information to others through communication. There are some aspects that need to be acquired by students in order to have good speaking skill. They are pronunciation, fluency, accuracy and vocabulary (Brown, 2001).

Thornbury (2005) states that speaking is a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people may produce even more than that. Speaking skill is observed as the most intricate and multifarious skill to master. According to Scrivener (2011), learning to converse in the target language encompasses more than having the knowledge and skill of its grammatical rules, syntactic structure and semantic knowledge

Based on theories above, it can be concluded that speaking is students’ skill to tell the story that includes the skill to express their ideas and content, organize them well in a good statement and use correct language to have a good performance. According to Bahrani (2012), effective teachers teach students speaking strategies by using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. Teachers help students learn to speak so that the students can use speaking to learn.

A part of that, to speak English, There some important component. The component is what aspect influencing how well people speak English. Here is the component of speaking

skill. According to Syakur(1987)speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.

1) Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978)that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

3) Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown, 2001).

Speaking becomes important because speaking is a skill that can make people easily understand to what things explained. Students' speaking ability is expected to be good because they have learned English since some years before and they will have many performances related to oral skill in universities. But in fact, even college students' speaking ability is still low. It is difficult for them to fulfill some aspects of speaking performance. These aspects of speaking performance included Accuracy, Fluency, Pronunciation, Grammar (Brown (2001)

Psychological Factors in Speaking

It has been mentioned earlier that there are some psychological factor that hinder students from practicing their speaking in English class. Each of them is explained below (Juhana, 2012).

1. Fear of Mistake

The primary reason of fear of mistake is that students are afraid of looking foolish in front of other people and they are concerned about how other will see them (Kurtus, 2001). In addition, Hiue and Zang(cited in He & Chen, 2010) explain that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking English. Students' fear of making mistakes in speaking English has been a common issue especially in an EFL context like in Indonesia. As argued by Middleton (2009), most EFL students are afraid to try and to speak in a foreign language they learn. In this context, as he adds, students do not want to look foolish in front of the class. In some other cases, they also worry about how they will sound, and are scared of sounding silly and so on.

2 Shyness

Shyness In terms of possible solution to overcome shyness, Pesce(2011)says that it is urgent that teacher creates a friendly and open classroom environment. By doing this, shy students are hoped to feel fine of making mistakes in their learning. This way, students will not

worry of their imperfect pronunciation and grammar. As a result, they dare to speak in their speaking class. Solving the shyness problem, Chinmoy(2007)suggests that in order to help students to be more confident in their speaking that convince students to look upon shyness as a thing to overcome and do not fear failure or success. The above solutions to reduce shyness are worth doing. As said by students involved in this study, their feeling of shyness needs to be solved. In this case, they need guidance from their teacher.

3. Anxiety

Horwitz and Cope (cited in Zhao, 2007)based on the findings of their study, found out three main causes of students' anxiety i.e.communication apprehension, test anxiety and fear of negative evaluation. The communication apprehension refers to the students' ability to communicate in the target language. Their low ability in this aspect, in many cases, causes anxious feeling among many students. The second cause which is test anxiety deals with students' fear of being tested.

4. Lack of Confidence

Causes of Lack of Confidence He and Chen (2010)state the main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they cannot speak English well. The other cause of students' lack of confidence also deals with the lack of encouragement from the teacher (Brown, 2001). In this context, many teachers do not think that convincing students that they are able to speak English is important. As a result, as Brown adds, students find the learning demotivating rather than motivating. This suggests that encouragement becomes a vital thing in order to build the students' confidence. Therefore, giving students encouragement and showing that they will be able to communicate well in English plays a role in students' success of learning.

5 Lack of Motivation

Causes of Lack of Motivation With respect to the causes of lack of motivation, Gardner (in Nunan, 2001) elaborates the causes of the students' lack of motivation e.g., uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program. These four, as he further says, very often become source of students' motivation. Uninspired teaching, for example, affects students' motivation to learn. In this context, a monotonous teaching, in many cases, reduces the students' motivation due to their feeling of boredom. This shows that paying attention to those four factors is vital.

C. Method

This is descriptive qualitative research. The sampel of this was of 47 students. Research Instruments was quistionaire. In this research, the technique analysis data are: Collecting data; the researcher create questionnaire and distribute to all of the participants of the research. In this research, there are 47 students who answer the questionnaires, Categorized the data based on indicators; Afterwards, the researcher categorized the data based on the indicators to make it easier for writer to describing the data, Describe the data: after categorizing the data, the writer to carry out analysis and describe the data according to the data obtained, Make conclusion; The last step of the analysis data is conclusion, the writer make conclusion based on the data that obtained and generated in this study.

D. Findings And Discussion

All the data needed in this research were collected by giving questionnaire. In this research, the researcher focus on psychological factors affect the students' speaking performance of the Third Semester Students at English Study Program of STKIPInsanMadaniAirmolekin a) fear of making mistake, b) shyness, c) anxiety, d) lack of confidence and e) lack of motivation.

a. The fear of Making Mistake

The feeling of being afraid of making mistakes also potentially trigger above psychological factors. In this case, the students do not want to be laughed by their friends because of their mistakes. They tend to concern on how their friends will see them and they do not want to be teased because of their performance. The students' respond in term of fear of making mistake can be seen as follow:

Table 1. Fear of Making Mistake

NO	Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%	F	%
1	I'm not afraid of starting a conversation in English	3	8,57	4	11,43	3	8,57	14	40,00	11	31,43
2	I don't fear making mistakes while speaking English.	5	14,29	5	14,29	2	5,71	11	31,43	12	34,29
3	I don't feel confused when I miss a word while speaking English	2	5,71	5	5,00	4	11,43	11	31,43	13	37,14
4	I don't fear speaking English with native speakers.	6	17,14	4	11,43	2	5,71	8	22,86	15	42,86
	Total		11,43		10,54		7,86		31,43		36,43

The highest percentage in the first statement *I'm not afraid of starting a conversation in English* was in disagree category. There were 14 or 40% students' responds' "disagree" in first statement. In the statement of *I don't fear making mistakes while speaking English*, there were 12 or 34,29% or in "strongly disagree" category. In the statement of *I don't feel confused when I miss a word while speaking English*, there were 13 or 37,14% or in "strongly disagree" category. The last statement *I don't fear speaking English with native speakers* there were 15 or 42,86% or in "strongly disagree" category. For the indicator if fear of making mistake

b. Shyness

The act of being shy is also appeared to become a barrier that makes the students reluctant in contributing in the speaking class. It indicates that shyness is potential to be multiple sources of the reluctant of students in performing their speaking so that the teacher had better to pay attention to this factor so that the students are helped to do the best in their speaking performance. The students' respond in term of shyness can be seen as follow:

Table 2. Shyness

NO	Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%	F	%
1	I am shy, so that I often use my mother tongue when I talk to peers	17	48,57	10	28,57	2	5,71	3	8,57	3	8,57
2	Shy in speaking is due to laughing of the classmates	12	34,29	9	25,71	6	17,14	3	8,57	5	14,29
3	I feel that other students are better than me in speaking English Language	13	37,14	11	31,43	5	14,29	3	8,57	3	8,57
4	In English class, I always sit at the back or avoid eye contact with	8	22,86	14	40,00	4	11,43	6	17,14	3	8,57

	the teacher for fear of being asked to answer questions.									
	Total		35,71		31,43		12,14		10,71	10,00

The highest percentage in the first statement I am shy, so that *I often use my mother tongue when I talk to peers* was in “strongly agree” category. There were 17 or 48,57% students’ responds’ strongly agree category in first statement. In the statement of *Shy in speaking is due to laughing of the classmates*, there were 12 or 34,29% or in “strongly agree” category. In the statement of *I feel that other students are better than me in speaking English Language*, there were 13 or 37,14% or in “strongly agree” category. The last statement , In English class, *I always sit at the back or avoid eye contact with the teacher for fear of being asked to answer questions*. there were 14 or 40% or in “agree” category.

c. Lack of confidence

Those students, who are lack of confidence feel that they are doubt with their own ability and inferiors among other students .The students’ respond in term of lack of confidence can be seen as follow:

Table 3. Lack of Confidence

NO	Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%	F	%
1	I am nervous in speaking in the class	15	42,86	8	22,86	2	5,71	7	20,00	3	8,57
2	In English class, I will take the initiative in answering the instructor’s questions as possible as I can.	10	28,57	12	34,29	5	14,29	3	8,57	5	14,29
3	I keep silent if there is open question in the class	13	37,14	9	25,71	5	14,29	5	14,29	3	8,57
4	I feel my speaking ability is very low	7	20,00	15	42,86	4	11,43	6	17,14	3	8,57
	Total		32,14		31,43		11,43		15,00		10,00

The highest percentage in the first statement I am shy, so that *I often use my mother tongue when I talk to peers* was in “strongly agree” category. There were 15 or 42,86% students’ responds’ strongly agree category in first statement. In the statement of *In English class, I will take the initiative in answering the instructor’s questions as possible as I can.* , there were 12 or 34,29% or in “ agree” category. In the statement of *I keep silent if there is open question in the class*, there were 13 or 37,14% or in “strongly agree” category. The last statement , In English class, *I I feel my speaking ability is very low* , there were 15 or 42,86% or in “agree” category.

d. Lack of motivation

Motivation is regarded as the desire of the students in learning a language. It is not enough when the students just have the desire to learn the language, The students’ respond in term of lack of motivation can be seen as follow:

Table 4 Lack of Motivation

NO	Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%	F	%
1	English is my first choice	2	5,71	5	14,29	8	22,86	12	34,29	8	22,86

2	I really enjoy speaking English	5	14,29	5	14,29	6	17,14	8	22,86	11	31,43
3	I am very interested in speaking English.	3	8,57	5	14,29	5	14,29	12	34,29	10	28,57
4	I take great interest in participating in the activities of English Corner or English Club	3	8,57	8	22,86	2	5,71	7	20,00	15	42,86
	Total		9,29		16,43		15,00		27,86		31,43

The highest percentage in the first statement *English is my first choice* was in disagree category. There were 12 or 34,29% students' responds' "disagree" in first statement. Based on the research result it can be seen that. In the statement of *I am very interested in speaking English*, there were 12 or 34,29% or in "strongly disagree" category. The last statement, *I take great interest in participating in the activities of English Corner or English Club* there were 15 or 42,86% or in "strongly disagree" category.

Discussion

Based on the result of the research above, there are several psychological factors which become the barriers for the students in performing their speaking, they are anxiety, fear of making mistakes, shyness, lack of motivation, and lack of selfesteem. Many students feel afraid in making mistakes is very negative influence in the process of learning speaking. The fear of making mistakes has resulted in failure in speaking the English language with other people (Muhammad Adil, 2019).

Another factor that makes the students do not want to participate is they feel too shy. Shyness is a construct that most of instructors disregard it. Shy students may have the knowledge but he/she over uses the monitoring for not being negatively evaluated thus hesitate, pause and stop to think to answer the question, and this pause most of the times is thought because of not knowing the answer and they are underestimated.

According to Gebhard (2000), shyness is a psychological factor that a great number of L2 learners suffer from at some stage when they are prerequisite to communicating in English in L2 classroom settings. This shows that 'shyness' is the possible base of problems for learners' learning accomplishments in the L2 class, specifically during the communicative activity. For that reason, giving attention on this feature of the target language is fairly essential so that the learners can be facilitated and motivated for doing their best job in their oral presentation inside the classroom and in outdoor activities. In this line of action, Baldwin (2011) additionally, clarifies that verbal communication with a number of individuals at the same time is one of the more shared anxieties that students come across and the sensitivity of shyness marks their minds go blank or that they will remain unable to recall what to say in innumerable situations they come across. This prototypical approach is also reinforced by the findings of the current research in which most learners remain incapable of accomplishing their communicative competence at their best as the students were of the opinion that their inability to express their skill in communicating verbally is also inclined mostly by their feelings of shyness. In one more aspect, it can be deduced that shyness hampers and plays a negative role in improving students' speaking skill .

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inability to express their skill in communicating verbally is also inclined mostly by their feelings of shyness. In one more aspect, it can be deduced that shyness hampers and plays a negative role in improving students' speaking skill

D. Conclusion and Suggestion

Conclusions

Based on the result of the research e, there are several psychological factors which become the barriers for the students in performing their speaking, they are anxiety, fear of making mistakes, shyness, lack of motivation, and lack of confidence. These psychological factors not only appear from one student who is presenting his speaking competence in front of the class, but also from other students who act as audience in individual speaking activity. In fact, from the result of this research and also supported by other studies from other researchers, one psychological factor is related to others such as the act of being anxious, shy, and lack of confidence can be the result from the feeling of fear of making mistakes, and the lack of confidence also can be caused by shyness.

Suggestion

The psychological factors can potentially give a great impact to the students' speaking performance especially for EFL students. Therefore, teacher/lecturer plays an important role to decrease these factors and help the students so that the students can do better in their speaking performance.

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