

STUDENTS' ANXIETY IN SPEAKING ENGLISH IN JUNIOR HIGH SCHOOL

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ABSTRACT

This article aims to explore the factors contributing to students' anxiety in speaking English at the junior high school level and to propose strategies for alleviating this anxiety. The research employs a qualitative methods approach, combining questionnaires to find out the factors in the speaking anxiety of students in grade 9 at Eakkapapsasanawich Islamic Boarding School, and interviews to find out the strategy for how they manage anxiety. For the result of the interviews, the researcher had analyze the data by following the technique of qualitative research. Based on the questionnaire analysis, the researcher found that there were some factors: Nervousness when the students speak without preparation. Negative evaluation of themselves, when the students must speak English or do the activity in the classroom. Lack of Confidence, when there are some of their classmates laugh at them. Embarrassment, when the students speak English with foreigners. This thesis also explores the strategies to manage all of those factors based on the results of the interview. There are 4 strategies to manage their anxiety, and that were building confidence in themselves, using body language, and trying to speak out as much as they can to reduce anxiety. Furthermore, the study highlights the importance of a supportive classroom environment and the role of teachers in providing guidance and encouragement to help students manage their anxiety effectively.

Keywords: Students' anxiety, English-speaking, EFL Students

INTRODUCTION

Speaking is an interactive process where information is shared and acted upon by the listener if necessary. So, it's important to develop both speaking and listening skills to communicate effectively. It shows that the students need some off effort to make their language can be accepted by other people because speaking activity directly harms their psychological state in which they will be depressed and unrelated to the human life process which is also an essential component of teaching and learning second languages. It is a procedure in which two or more individuals exchange messages or information orally with one another in order to converse and communicate their thoughts, sentiments, and emotions.

In the context of teaching and learning English at Eakkapapsasanawich Islamic Boarding School Krabi Thailand, the researcher gave less attention to foreign language anxiety. Being able to speak English well is important. Every student had a different psychological condition; some students could speak confidently in front of the class while some could not. One of the problems the students face was whenever they tried to speak English, they felt nervous. They also felt fear whenever they were going to perform their ability in speaking English. Junior high schools with skill-oriented education expect their students to be able to master English well to support their careers.

The importance of developing English language proficiency of people in their countries to have the potential and ability to communicate using English more. Whatever long the students learn English, it did not mean they master English. Based on the researcher's practicum experience in Eakkapapsasanawich Islamic Boarding School, the researcher found that many students were still doubted, anxious, and even afraid to speak English with their class. They tended to be quiet and did

nothing or sometimes asked the teacher to use the Thai language. The issue is in line with what Desinta, (2020) claimed that the students who experience anxiety "tend to sit passively within the classroom, withdraw from sports that might grow their language skills, and can even keep away from magnificence entirely". Therefore, learners' speaking anxiety should be an important issue that influences the area of language learning.

Therefore, speaking has acquired the finest interest among each college students and teachers. To sum up, speaking is the way we say things depending on the situation to send a message which allows the speaker to express their thought and feelings about a topic. In speaking English, being able to speak with other people is surely the goal of many students. It can be stressful when they are expected to speak in a second/foreign language before fluency is achieved. In line with the issue of anxiety, and lack of vocabulary grammar, fears, and mistakes are some factors that can contribute to speaking failure and cause an acute sense of anxiety when it comes to speaking. Based on Utomo, (2018) has stated that English as an international language has been socialized to all students from secondary school to university in Indonesia since it is brought into the curriculum in formal education. It is because English is acceptable worldwide as an international communication language. So it is very important for society in interacting with other people of different countries who might have different mother tongues.

From several previous studies related to language anxiety and foreign language anxiety in other EFL contexts, not many research studies specifically explore the sources of students' anxiety in speaking English in Thailand. To the best of my knowledge, there had not been previous studies that examine how students manage their anxiety, especially in speaking English in junior high school. Therefore, the present study examines factors that cause learners in Eakkapapsasanawich Islamic Boarding School, especially students in grade nine to feel anxious about speaking English. Besides, the study explores how student manages their anxiety by employing this study. So this study was conducted in class 3/1 of Eakkapapsasanawich Islamic Boarding School Krabi Thailand.

METHOD

This study is used to understand a real-life phenomenon in depth. It focuses on collecting information that occurred in real conditions. The researcher chooses a particular instance of a phenomenon under investigation to understand a specific problem in everyday practice. This study used a descriptive qualitative method. The researcher used the qualitative method in this study to learn about students' anxiety in speaking English. For instance, in this research, the researcher chose to conduct a study about the students' concerns about speaking English and how they manage their feeling.

To identify participants in this study, the researcher selected a specific class to help the researcher understand the phenomenon being studied from a population of nine graders amount 29 participants. The subject used in the research was nine grade students of (Students class 3/1 of Eakkapapsasanawich Islamic Boarding School, Krabi Thailand). The sample group used in this research was 29 students using a purposive selection method for students studying English. To explore anxiety in speaking English and a simple random sampling method using drawing lots of 6 people from the sample group to be interview representatives on how to manage their anxiety in speaking English.

This research aimed to study English-speaking anxiety, the level of English-speaking anxiety, and how to relieve English-speaking anxiety among grade nine students, Eakkapapsasanawich Islamic Boarding School, with the following research methods. The data collected for this research were questionnaires, and it's related to English-speaking attitude, English-speaking behavior, and Levels of anxiety in speaking English (with a scale of strongly disagree to strongly agree (1 = strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree, and 5 = strongly agree) and interviews form that related to how the students manage their anxiety.

1. Questionnaire

A questionnaire is a study tool that consists of a hard and fast of questions or different styles of activities that objectives to accumulate data from a respondent. In this study, the researcher has procedures for data collection as follows. The researcher selected participants, then the researcher gave them a questionnaire form to make sure that they felt anxious about learning English, especially in speaking class by using line application. The questionnaire enables the collection of both subjective and objective data from a significant percentage of the research population. The researcher used the questionnaire namely the English-speaking anxiety questionnaire. Questionnaire tailored from Foreign Language Classroom. The researcher divided the questionnaire into 3 parts as follows:

Part 1 General information of the respondents

The objective is to ask for general information. The respondents were gender and age.

Part 2 Questionnaire on English speaking anxiety

Study English speaking anxiety where learner feel anxiety consist of 2 topics. The first topic is English speaking attitude, and the second topic is English speaking behavior, a total of 16 items.

Part 3 Questionnaire to measure the level of anxiety in speaking English intended for Study the level of anxiety in speaking English, a total of 14 items.

2. Interview

An interview is a verbal conversation for gathering information between two people to collect relevant information for research. Desinta, (2020) stated that to acquire information on subjects' thoughts, beliefs, and feelings regarding the circumstance in their own words, an interview is employed. Using a video conference with the Line program involves posing questions, hearing responses from individuals or groups, and then thoroughly capturing their responses in an organized, semi-structured, or unstructured style. The interview aimed to clarify the contents of the questionnaire. The interview is intended to get further information related to the respondent's responses to the questionnaire and a better understanding of sources of factors of anxiety and how to manage their feelings. The researcher used semi-structured interviews conducted before the end of the class. Every participant was scheduled for an interview, depending on the participants' readiness. Each interview was last for about 8 minutes. For the result of the interviews, the researcher will analyze the data by following the technique of qualitative research.

A questionnaire and interviews were employed as data collection methods. The questionnaire is a method of gathering data in which the responder is given a list of written questions to answer. Researchers employed a set of surveys to collect data from public-speaking students about their levels of anxiety using a questionnaire and an interview.

The scale to use in this research is the Likert scale. The Likert scale is used to degree attitudes, opinions, and perceptions of someone or institution of humans approximately social phenomena. Likert scale graduation from very positive to very negative Ketsinee, (2018). Instrument research used a Likert scale made in the form of a checklist (✓). The checklist is given in the available column and the statement is by the alternative subject state the answers used are Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). Total the score based on the response category: 1) Strongly Agree (Score 5), 2) Agree (Score 4), 3) Undecided (Score 3), 4) Disagree (Score 2), 5) Strongly Disagree (Score 1). To study and analyzed the data on anxiety in English speaking in nine grade of the language program at Eakapapasanawich Islamic Boarding School from 29 questionnaires. The questionnaire has five options and their respective scores. Therefore, to find the percentage, the researcher would find the value and calculate all the scores first, by using the following formula: Multiply the highest number of answers by the number of students

who answered the questionnaire to get the highest score. Then the researcher wants to find the percentage of each item. Therefore use the formula to find the percentage value as follows. Divide the number of students scored by the highest number of points, then multiply by one hundred. The result will be a percentage value.

Set the percentage value

1 - 50	<i>as a low value</i>
51 - 100	<i>as a high value</i>

The interview would analyze 3 questions from the answer of 6 students that were collected the data by using Zoom.

FINDINGS AND DISCUSSION

The Factors of English-Speaking Anxiety

Based on the questionnaire results, all tables include English-speaking attitude, English-speaking behavior, and anxiety level. The factors for English-speaking anxiety of students in grade 9 at Eakapapsasanawich Islamic Boarding School, Krabi Thailand were some factors that are negative evaluations of themselves, nervousness, Lack of confidence, and embarrassment. These problems the researcher has analyzed the results by following from the highest percentage to the lowest percentage respectively in the first of five items as shown in the table below:

English speaking attitude

NO	STATEMENT	SUM OF SCORES	PERCENTAGES %
1	I always thought that my classmates speak English better than me. (ข้าพเจ้าคิดเสมอว่าเพื่อนร่วมชั้นมักจะพูดภาษาอังกฤษได้ดีกว่าข้าพเจ้า)	113	77.93
2	I'm nervous when the teacher asked a question that I had not prepared in advance. (ข้าพเจ้าประหม่าเมื่ออาจารย์ถามคำถามที่ข้าพเจ้าไม่ได้เตรียมตัวมาล่วงหน้า)	110	75.86
3	I feel insecure about my English while speaking English in the classroom. (ข้าพเจ้ารู้สึกไม่มั่นใจภาษาอังกฤษของตัวเองขณะที่พูดภาษาอังกฤษในชั้นเรียน)	100	68.96
4	I was afraid that my classmates would laugh at me when I speak English. (ข้าพเจ้ากลัวว่าเพื่อนร่วมชั้นเรียนจะหัวเราะเยาะเมื่อข้าพเจ้าพูดภาษาอังกฤษ)	97	66.89

5	I feel uncomfortable speaking English face-to-face with my teacher and friend. (ข้าพเจ้ารู้สึกอึดอัดที่ต้องพูดภาษาอังกฤษต่อหน้าอาจารย์และเพื่อน)	97	66.89
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Based on the results in table “English speaking attitude” the factors of anxiety in speaking English of the students in grade 9 Eakkapapsasanawich Islamic Boarding School, Krabi Thailand. The researcher found several factors from this table, and the percentage value is higher than 51%. It can be concluded that the anxiety is high. The highest percentage in this table was in the item that they always thought that their classmates can speak English better than themselves, the total is 77.93 percent. The second of the high percentage was in the item they were nervous when they must join some activities while they had not prepared yet, and the total is 75.86 percent. The third of the high percentage was in the item that they were lack of confidence when they speak in the classroom, and the total is 68.96 percent. The fourth high percentage was in the item they were afraid when other students laugh at them, and the total is 66.89 percent. The fifth high percentage was in the item that they feel uncomfortable if they speak face-to-face with others, and the total is 66.89 percent.

From five items that the researcher mentioned above, it shows that students are anxious if their classmates speak English better than themselves, they feel nervous when they did not prepare well about participation in the classroom, they are afraid that their friends will laugh a lot when they speak English wrong, and students feel uncomfortable speaking English face-to-face with my teacher and friend. On top of that, the researcher can identify that anxiety, nervousness, lack of preparation, and lack of confidence are the factors in speaking English respectively.

English speaking behavior

No.	Statement	Sum of scores	Percentage %
1	I stutter when I sort sentences as incorrect. (ข้าพเจ้าจะมีอาการพูดติดๆขัดๆ เมื่อข้าพเจ้าเรียงประโยคไม่ถูกต้อง)	110	75.86
2	I am excited a little trembling when you know I will be called to speak in English class. (ข้าพเจ้ามีอาการตื่นเต้นตัวสั่นเล็กน้อย เมื่อรู้ว่าจะถูกเรียกชื่อให้พูดในชั่วโมงเรียนภาษาอังกฤษ)	108	74.48
3	I am always nervous about speaking English without being prepared in advance. (ข้าพเจ้ามักกระวนกระวายที่ต้องพูดภาษาอังกฤษ โดยไม่ได้เตรียมตัวมาล่วงหน้า)	105	72.41
4	When I am excited, I tend to forget things intended to speak about. (เมื่อข้าพเจ้ามีอาการตื่นเต้นข้าพเจ้ามักจะลืมในสิ่งที่ตั้งใจจะพูด)	105	72.41
5	I need a long time to think when speaking in English. (ข้าพเจ้าต้องใช้เวลาในการคิดนานเมื่อต้องพูดภาษาอังกฤษ)	103	71.03

Based on the results in table “English speaking attitude” the factors of anxiety in speaking English of the students in grade 9 Eakkapapsasanawich Islamic Boarding School, Krabi Thailand. The researcher found several factors from this table, and the percentage value is higher than 51%. It can be concluded that the anxiety is high. The highest percentage in this table was in the item that they cannot speak English fluently; the total is 75.86 percent. The second of the high percentage was in the item that they were excited when they know that will be calling from the teacher, and the total is 74.48 percent. The third of the high percentage was in the item that they were nervous when they lack preparation, and the total is 72.41 percent. The fourth high percentage was in the item that when they feel excited so they tend to forget what they want to speak which is 66.89 percent. The fifth high percentage was in the item that they need times too long for preparation, and the total is 71.03 percent.

From five items that the researcher mentioned above, show that students cannot speak fluency in English, they were excited and a little trembling when they know that they must join some activity in the class, they are always nervous about speaking English without preparation in advance, and when students feel excited so they tend to forget what they want to speak, and they usually need time too long when they must speak out in the classroom. On top of that, the researcher can identify that stutter, excitement, nervousness, and lack of preparation are the factors in speaking English respectively.

Anxiety level

No	Statement	Sum of scores	Percentage %
1	I am afraid other people will not understand what I am saying. (ข้าพเจ้ากลัวผู้อื่นไม่เข้าใจในสิ่งที่ข้าพเจ้าพูด)	113	76.55
2	Although I was well prepared in speaking, I still felt anxious about speaking in English. Speaking activities I don't feel like going to English class. (แม้ว่าข้าพเจ้าเตรียมตัวในการพูดมาอย่างดี แต่ข้าพเจ้ายังรู้สึกวิตกกังวลในการพูดภาษาอังกฤษ)	111	76.55
3	I am embarrassed to speak English with Foreigners. (ข้าพเจ้ารู้สึกอายเมื่อต้องพูดภาษาอังกฤษกับชาวต่างชาติหรือแม้กระทั่งคนไทยด้วยกัน)	108	74.48
4	I panic when I have to speak English without prior preparation. (ข้าพเจ้ารู้สึกตระหนกเมื่อข้าพเจ้าต้องพูดภาษาอังกฤษโดยไม่ได้เตรียมตัวมาก่อนล่วงหน้า)	108	74.48
5	I was afraid my classmates laughed at me when I speak wrong. (ข้าพเจ้ารู้สึกกังวลว่าเพื่อนร่วมชั้นของข้าพเจ้าจะหัวเราะเมื่อข้าพเจ้าพูดผิด)	105	72.41

Based on the results in table “Anxiety level” the level of anxiety in speaking English of the students in grade 9 Eakkapapsasanawich Islamic Boarding School, Krabi Thailand. The researcher

found several factors from this table, and the percentage value is higher than 51%. It can be concluded that the anxiety is high. The highest percentage in this table was in the item that they were afraid others would not understand what they talking about; the total is 76.55 percent. The second of the high percentage was in the item that although they were well prepared in speaking, they still felt anxious about speaking, and the total is 76.55 percent. The third high percentage was in the item that they were shy to speak English with foreigners” and the total is 74.48 percent. The fourth high percentage was in the item that they panic when they have to speak English without preparation which is 74.48 percent. The fifth high percentage was in the item that they were afraid that their classmates laughed at them when they speak wrong, and the total is 72.41 percent.

From five items that the researcher mentioned above, it shows that students are afraid that other people will not understand what they said, they panic when they speak without prior preparation, they are afraid that they use grammar wrong, and students do not have much confidence to speak with the foreigner. On top of that, the researcher can identify that shyness, afraid, panic, and lack of confidence are the factors in speaking English in this table respectively.

Students’ Strategies to Alleviate Speaking Anxiety

The researcher was analyzing the data from the students’ experience strategies among 6 participants for managing anxiety. Based on the analysis of the interview for all 3 questions the students gave opinions the researcher found that there are 3 strategies used by the students in grade nine of Eakkapapsasanawich Islamic Boarding School to overcome their anxiety in speaking English that some of them gave opinions below:

Using body language

What are the causes of your anxiety and how did you solve it?

When I can't think of words too excited is a cause for anxiety. And I would solve it by concentrating, gathering concentration and courage by myself, or May using body language (P6).

To use body language some of them gave their opinion. The researcher can identify that using body language is one of the strategies to manage anxiety in speaking English.

Trying to speak out as much as they can

What are the causes of your anxiety and how did you solve it?

When I spoke English wrong it caused anxiety, and I would solve it by mustering up the courage to answer or speak out (P3).

Thinking too much and caring too much is the cause of anxiety, and I would fix it by concentrating and trying to communicate as much as I can (P4).

Trying to speak out as much as they can some of them gave their opinion. The researcher can identify that using body language is one of the strategies to manage anxiety in speaking English.

Building confidence in themselves

What methods that you think would help you to speak English without anxiety?

We must have self-confidence (P1).

I must build confidence and dare to express myself (P3).

Building confidence in themselves that some of them gave their opinion. The researcher can identify that using body language is one of the strategies to manage anxiety in speaking English.

Based on the interview, the researcher found that there are 3 strategies used by the students in grade nine of Eakkapapsasanawich Islamic Boarding School to overcome their anxiety in speaking English that were built confidence in themselves, using body language, and trying to speak out as much as they can. If they are in a situation where they have to speak or use English, they are ready to face the situation, and students must not be too nervous. In general, there are many strategies to reduce or alleviate anxiety, but they will try to keep practicing, reviewing lessons before the class was started, and memorizing more vocabulary. Because if they know a lot of words that would be even more beneficial to them, and most importantly, assertiveness is the key to this problem they build confidence in themselves first by always preparing before taking an English class. Each student had a similar strategy based on their opinions and the students' strategies used to manage their anxiety. Finally, the thing that will make them speak English without anxiety is that they will try to speak English often with English teachers or foreigners.

Discussion

From the analysis of the English-speaking anxiety of students in grade nine of Eakkapapsasanawich Islamic Boarding School, the results can be discussed as follows, students have anxiety from excitement if they speak English without prior preparation. Based on the previous study in chapter two by Wiranda (2019) definition it can be concluded that anxiety is a general term for several disorders that cause nervousness, fear, apprehension, and worry, while Pimolmat (2019) claimed that anxiety of foreign or second language learners is the main reason that affects the ability to speak of many learners. It is divided into 3 characteristics: Nervousness, and embarrassment to miscommunicate, resulting in the inability to communicate. Examination anxiety. They are worried about their scores, causing them to put pressure on themselves to the point of causing anxiety, and worry about being negatively assessed in advance that the assessor will assess their own communication in a negative way. However, the results of this study found that the causes of anxiety were excitement, nervousness, and lack of vocabulary, which have similar results to both Wiranda (2019) and Phimolmat (2019).

From the statement above, can be discussed that the students are afraid to speak English wrong, also will not have the courage to speak in front of an audience, lack self-confidence, and lack practice in memorizing vocabulary. It also matches with Ketsinee (2019) who highlights that communication apprehension can be defined by worry and anxiety when talking with others and trouble speaking in public, listening to, or learning a spoken utterance.

For those reasons, most students are afraid to speak English, so the researchers interviewed them about how they dealt with the anxiety they had to overcome at the waist each time. Based on the interviews, the researchers analysed and discovered that the main strategy they used to manage anxiety was to always prepare themselves for the lesson before the actual time. Then, if they are in a situation where they actually have to speak or use English, but they lack the vocabulary in that words. They will choose to use body language to communicate, and the last main strategy is to keep practicing memorizing vocabulary and reviewing lessons to face the next situation.

CONCLUSION AND SUGGESTION

This research is about a study on the English-speaking anxiety of students in grade 9 Eakkapapsasanawich Islamic Boarding School, Krabi, Thailand. It is divided into two sections. First, The Factors of English-Speaking Anxiety for students in grade 9 at Eakkapapsasanawich Islamic Boarding School, Krabi Thailand that most appearances the highest scores in the questionnaire were some factors: Nervousness when the students speak without preparation. Negative evaluation of themselves, when the students must speak English or do the activity in the classroom. Lack of Confidence, when there are some of their classmates laugh at them. Embarrassment, when the students speak English with foreigners. Second, strategy for managing anxiety, there are 3 strategies used by the students in grade nine of Eakkapapsasanawich Islamic Boarding School to overcome their

anxiety in speaking English that were built confidence in themselves, using body language, and try to speak out as much as they can.

The researcher also found that the students struggled to muster their courage and face situations that required them to speak English. They also emphasize the importance of practicing, reviewing lessons, using body language, and building vocabulary to reduce anxiety. Confidence and assertiveness are key factors in managing anxiety, but the students' strategies used to manage their anxiety look like to be effective to reduce their anxiety. However, students expected the teacher to teach them through other activities which fun, entertaining, use full English in the lessons time, and relaxing in the classroom. The last the researcher would like to give some suggestions to the English teacher and other researchers. First, english teachers should understand the psychological symptoms of teaching English as a foreign language. Then, they have to make a variation of teaching strategies such as playing games or other fun activities to reduce the students' anxiety and help the students by provoking them with a little help. Second, it is suggested that the next researcher conduct a study investigating the effectiveness of the teacher's role in helping the students to cope with their speaking anxiety, especially in English.

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