

COMPARATIVE STUDY ON THE SPEECH ANXIETY LEVELS AND THEIR PERFORMANCE BETWEEN BASIC AND INTERMEDIATE STUDENTS AT QUR`AN VILLAGE

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ABSTRACT

Speaking is an important productive skill to master. Its role is critical for effective communication. According to Bygart (Al-Roud, 2016), speaking ability is the ability to share thoughts and ideas, reasoning, and emotions with other people through the use of oral language ensure that the message is clearly delivered and well received by the audience. This study uses mixed methods to provide insights into anxiety in giving English speeches to basic and intermediate-level students of Qur'an Village Diwek-Jombang. The population of this research is 20 male students the basic and intermediate level in the third grade of junior high school. The data were analysed using descriptive statistics and using independent sample T test. The first finding indicates that basic level students get average mean obtain of 3.35 which means they are at a moderate level of anxiety, and intermediate overall students average mean of 3.55 which indicates that they are at a high level of anxiety. The second finding, the significant value of $0.049 < 0.05$, which means that there was a significant difference in the content scores of English speech at the basic and intermediate level classes. Moreover, the value of English speech content for the basic level class 78.10 and the mean value for the intermediate level class is 63.30. Students revealed anxiety that their occurred because of low speaking skills, lack of practice and low self-esteem.

Keywords: *Comparative Study, Speech Anxiety, Qur`an Village.*

INTRODUCTION

Speaking is a crucial productive ability to learn. Its role is critical for effective communication. According to (Bygart & Al-Roud, 2016), speaking ability is the ability to share thoughts and ideas. reasoning, and emotions with other people through the use of oral language ensure that the message is clearly delivered and well received by the audience. Speaking is a fundamental skill for developing communication. As a result, it is critical to master speaking skills, particularly the ability to speak English, which is used for international communication. Anxiety becomes one of obstacles which is probably experienced by advanced-level students when they are speaking class. Nevertheless, the students should deal with this situation (Pertiwi & Hidayanti, 2022).

English is the lingua franca, which means it is used to bridge communication between people who speak different languages worldwide. another advantage is that English language users would be able to communicate and interact with people worldwide (Grag & Gautam, 2015), Students can enhance their other English abilities individually; however, students cannot communicate independently and must locate someone to speak to them in order to increase their speaking skills (Indrianty, 2016). However, many students struggle with speaking a foreign language. According to (Souriyavongsa et al., 2013), most students are helpless in foreign language learning in various parts of the world.

Public training in speaking or speaking in public is important for someone, as recognizes that professionals are expected to continue to practice in order to improve their communication skills and then someone can become a good public speaker by putting in a lot of practice time (Verderber, 2011). More often than not, someone will practice speaking in public before delivering information to the general public in advance. Based on practical theory and experience, public

speaking can begin with exercises, diligently reading the script, vocal training, talking in front of the mirror while looking in the mirror, and matching appearance (Dewi, 2013). Extensive research on language learning strategies has been performed. However, little has been known about the strategy implemented by students with high proficiency situated at a private university (Khalidah, Ni'mah & Ismiatun, 2023).

Speech is an incorrect example of public speaking. Speech is part of Public Speaking, cause, the meaning of speech itself is an attempt to convey ideas and thoughts for conveyed to the public (Dewi, 2013). The speech can be in the form of deliberation, advice, information, and education. A good speech is a speech that can give something positive and the expected information in the speech can be delivered well so that it is accepted by those who listen to it (Syam, 2006). Explained that the meaning of speech is speaking technique. The speech will be made using effective words or language. The person giving the speech will display a person's skill. Generally, it will show skill in making word choices. It will affect the listeners. Speech is a greeting with a good arrangement that can be conveyed to a large number of people. A great speech will give a positive impression to those who hear it. The ability to deliver a speech or speak well in public can help a person develop in their careers.

The previous study explains about speaking is considered one of the final results or the output of the language learning process. The student who is learning a language is expected to be able to communicate the target language (Amelia & Husna, 2020), considered speaking is an important skill since language learning progress is dependent on the ability of the learner to participate in oral activities. Speech anxiety is a general problem in school, especially in language classes. According to (Abbasi et al., 2019), teachers in schools are concerned about their students' ability to capitalize on communicative opportunities, despite the fact that speaking is a standard requirement in English as a second language (ESL) classes. When students do not practice their second language, especially English, in order to get better at it and more comfortable with it, there is cause for concern because we live in a globalized society where knowledge of English is useful or even required in many circumstances. ESL students are frequently exposed to circumstances in which speaking is expected, if not demanded. As a result, students' willingness to communicate is crucial (Zarrinabadi et al., 2019).

Related to English subject, Qur'an Village holds a speech training program or speech contest which is held three times a month. Speech exercises or speech contests are only for students who are already at the intermediate level in the Qur'an Village according to the theme given by the teacher. It is hoped that a speech training model or speech contest like this will trigger the participants to be more confident in their performance and fluent in delivering them. When giving a speech, one must pay attention to appearance, language style, and expression, and must be confident in conveying the contents of the speech, so that people who see our speech are attracted and influenced by the speech we deliver.

METHODS

This study included participants from both basic level (10 students) and intermediate-level (10 students) as a sample. Then, 2 students from each of the basic level and intermediate level categories were selected to participate in the interviews to help add to the researcher's data in answering the study questions. Purposive sampling was utilized in this investigation. Purposive sampling, according to Creswell (2012) is a sampling technique in which researchers purposefully select persons and venues to study or comprehend a central phenomenon.

This study uses mixed methods to provide broader insights into anxiety in giving English speeches to basic-level students (junior high school) and intermediate-level students (senior high school) of Qur'an Village Diwek-Jombang. In this study, the researcher combined the types of methods to get clearer results. Creswell (2012) defines mixed methods design as the collection, analysis, and "mixing" of quantitative and qualitative data to better understand research problems.

These researchers employ an explanatory design, which begins with quantitative data collection and analysis and is followed by qualitative data gathering and analysis (Creswell, 2012).

Ary et al. (2010) define an instrument as a mechanism for operationally defining a variable. Choosing appropriate and effective measurement methods is critical to the success of any research project. Scales and instruments for evaluating complex aspects including IQ, achievement, personality, motivation, attitudes, aptitudes, interests, and self-concept must be selected or created. This thesis requires the processing of two pieces of data. The first type of data was quantitative, and it came from the FLCAS questionnaire, adopted by Horwitz (1986). And the second type of data was qualitative, adopted by Miles and Huberman (1994).

Data Analysis

In data analysis, there are two methods of collecting quantitative data and qualitative data, including from Horwitz et al., (1986), whose data collection the researchers adopted was quantitative and Miles & Huberman (1994), whose data the researchers adopted was qualitative and will be explained below.

The first data collection is quantitative using form of a questionnaire. The data analysis used was descriptive analysis to obtain differences in anxiety levels between basic and intermediate levels. Further interpreting student anxiety.

The second data collection was qualitative by using the interview. According to Miles and Huberman (1994), there are three processes in interpreting qualitative data. Data reduction was done first. Data reduction, according to Miles and Huberman, is the process of choosing, concentrating, simplification, abstraction, and transformation of the data. At this point, the researcher segregated the students' responses and organized them according to the types of questions. The researcher then chooses the data that is necessary and discards the rest. Researchers did this to make it simpler to draw conclusions or outcomes from the information that students provided throughout the interview.

The next step was to present the data. Data display was a type of data presentation that was organized methodically and was simple to understand. At this point, the researcher gave a collection of data that would be used to draw a conclusion. The data was presented by the researcher in the form of narrative text, which was ordered so that the research findings on the elements that generate anxiety and the recommendations were easy to read and understand. The final step was to reach a conclusion and draw verification. This was the third stage of the data analysis process. At this point, the researcher considered the reduction results but omitted them from the aim or initial study question. At this point, the researcher drew meaning from the data in a display and reached conclusions in order to identify research challenges. The researcher then conducted verification to ensure the appropriateness of the results acquired with the study's main concepts. Verification was accomplished by supplying various sources or other proof.

Trustworthiness of Data

The researcher requested the participants in my study to examine and comment on the interview data in order to confirm the validity of the study. Researcher can guarantee the validity of my interview by doing this.

RESULTS AND DISCUSSION

The Level of Anxiety Between Basic and Intermediate Level

Using descriptive statistics, the data from the questionnaire were analyzed. Below is the result of calculating the level of basic level and intermediate anxiety using a questionnaire and has values that have been calculated and mapped to low, moderate and high anxiety.

Table 4. 1: The Profile of Anxiety Basic Level

Category	Mean	Level
Communication Apprehension	3.28	Moderate Anxiety
Fear of Negative Evaluation	3.40	Moderate Anxiety
Test Anxiety	3.49	High Anxiety
Overall	3.39	Moderate Anxiety

Table 4. 1: The Profile of Anxiety Intermediate Level

Category	Mean	Level
Communication Apprehension	3.47	High Anxiety
Fear of Negative Evaluation	3.67	High Anxiety
Test Anxiety	3.51	High Anxiety
Overall	3.55	High Anxiety

Based on the data the results of the questionnaire above show that basic level overall students get average mean of 3.39 which means they are at a moderate level of anxiety, and intermediate overall students get average mean of 3.55 which indicates that they are at a high level of anxiety. The data above shows that the overall intermediate level is higher than the basic level because the anxiety level is higher at the intermediate level so that this data has the conclusion that the level of anxiety for English speech is higher at the intermediate level than the basic level.

Students at this level have excessive worries and lack self-confidence; they perceive speech as difficult and frightening, they tend to have difficulty controlling and managing the anxiety they experience. Questionnaire data shows that most intermediate level are at a moderate level of anxiety.

The Difference in Speech Content

To answer the second research question about is there any significant difference in speech anxiety between the basic level and intermediate level which explain the difference through the content of speech English which has been assessed and processed through SPSS using independent sample T test between the basic and intermediate level so that the findings and answer the second research question.

Table 4.3 Independent Sample T Test

Independent Samples Test											
		Levene's Test for		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence	
						One-Sided p	Two-Sided p			Lower	Upper
Hasil	Equal variances assumed	4,449	0,049	5,437	18	0,000	0,000	14,800	2,722	9,081	20,519
	Equal variances not assumed			5,437	11,412	0,000	0,000	14,800	2,722	8,834	20,766

Based on the results above, a significant value of $0.049 < 0.05$ was obtained, which means that there was significant difference in the content scores of English speech at the basic and intermediate level classes. And the value of English speech content at basic and intermediate shows

that the mean value for the basic level class is 78.10 and the mean value for the intermediate level class is 63.30. It can be seen that the value of $\text{sig} = 0.049 < 0.05$ means that there is a significant difference in the value of English speech content for basic level and intermediate level classes. This implies that there is a significant difference between the basic level and the intermediate level when viewed from the SPSS calculation results, the largest is the intermediate level so that the biggest influence in the category of English speech content is at the intermediate level.

Factors Affecting Students' Anxiety Between Basic and Intermediate Levels

To answer the third research question about Factors Affecting Students' Anxiety Between Basic and Intermediate Levels using the interview method, 2 participants have been selected, 1 from the basic level and 1 from the intermediate level taken from the highest score so that from the answers The interview found findings to answer the third research question.

Question 1

This question asking about what are the factors that cause anxiety in speech English? Bellow is the excerpts from the participant 1 and 2:

Interviewee 1: "Maybe the lack of preparation, preparation of the material and preparation for speech practice before going on stage. And maybe also a lack of confidence because feeling inferior"

Interviewee 2: "Maybe when giving a speech, you are afraid of saying the wrong word, afraid of being offended, maybe it's also that the lack of preparation when giving a speech makes you look nervous"

Based on the interviews, students revealed several factors that caused them to experience anxiety: The first informant stated that anxiety occurred because of low speaking skills, lack of practice, lack of confidence when on stage. The second informant said that anxiety occurs because of fear of misinterpretation, fear of being made up mistakes, and fear of being criticized, which leads to low self-esteem. inability to control emotions, and feelings of inferiority.

Question 2

This question asking about What are your strategies for reducing your anxiety? Bellow is the excerpts from the participant 1 and 2:

Interviewee 1: "Practice giving speeches to friends when hanging out, or classmates to correct or assess from pronunciation, grammar, mastery of the material, as well as gestures or speech style"

Interviewee 2: "Maybe if I have matured the preparation, practice in front of friends or practice giving speeches on the side of the road, if not practice giving speeches in front of a mirror, practice on my own"

Students who have excessive anxiety make measures to lessen their uneasiness. The majority of the students interviewed employed the same strategy to relieve their nervousness, such as practicing numerous exercises. The exercises could take the shape of self-practice or practice with partners. Self-practice is commonly used to boost students' self-confidence; when practicing the exercises alone, students will feel free to talk without worry of making mistakes or being laughed at, and they will become accustomed to speaking and boosting their self-confidence. Furthermore, whether conducting activities alone or with others, students evaluate their faults when speaking; this can assist students enhance their English skills.

The study indicated that students could communicate their ideas and opinions to others orally by delivering speeches in the preceding part. In fact, students must master a wide range of speaking skills, including vocabulary, grammar, pronunciation, comprehension, and fluency. When students give presentations in English, researchers can learn about their abilities. In terms of speaking ability, the basic level group outperformed the intermediate level group, according to

the results of the student assessments. When the researcher calculates and analyses the data, the results are acquired. The researcher then computed the average value of the students. Based on these average results, the researcher can estimate how far the students' proficiency in speech abilities has progressed. The average for the basic level group is 3.35, and the average for the intermediate level group is 3.55.

Based on the results of these calculations, it can be concluded that the average intermediate anxiety level score is higher than the basic level, although there are some intermediate level students who get low anxiety scores. Based on the findings of questionnaires and interviews, we may conclude that some factors have the greatest influence on students' speaking ability. They are motivation to talk, anxiety, unease, and the dread of making mistakes. However, self-confidence is an important factor in students' attainment of speaking skills. Almost majority of the replies given by students in interviews on variables affecting their speaking skills always point to self-confidence issues.

This is because self-confidence is needed so that students have the courage to speak in front of the class. Because they were able to modulate their self-confidence, intermediate level students obtained lower mean anxiety scores than basic level students. The self-confidence they have can help them overcome anxiety and face all criticism from society. Basic students, in contrast to intermediate students, experience anxiety mainly related to fear of communication and fear of poor audience assessment. They were both nervous due to their lack of preparation and confidence. They employ the same coping strategies as those who remain silent. As a result, most of the intermediate anxiety level scores were lower than the basic level scores.

The most important thing for students to do was to practice/learn. According to the findings of the interviews, the students were well aware that the main source of their speaking fear was a lack of English skills. As a result, it is the most important action that must be taken to alleviate student anxiety. It is possible to develop and make students more confident in using English by learning English. Furthermore, consistent speaking practice can help pupils become accustomed to speaking and boost their confidence.

The proposed course of action was to alter the mindset or unfavorable beliefs about speech. Before or during speaking, students frequently have negative thoughts, such as the anxiety of making mistakes, the fear of being laughed at, or the sense that they are unable. The primary factor influencing one's actions is their thoughts. So if we want to perform well, we should think well. Students say that shifting from negative to positive thought patterns is a vital first step in reducing anxiety. Students must cease thinking negatively about themselves, comparing themselves to others, anticipating the worst, and finding speaking frightening. On the other side, speech in front of a large audience is a chance to stand out and demonstrate who we are, and perhaps this opportunity won't come around again, so don't waste it.

Furthermore, some students are reluctant to talk in public. They have difficulty speaking, and they used to think of themselves as inept. We will never know how far we have progressed in our English skills unless we try to use or practice them. The first step is the most difficult, but it will become even more difficult in the future if we do not speak out. As a result, students must dare to venture in order to discover the degree of their capabilities and begin to develop and remedy any flaws.

Another factor was students' lack of preparation; lack of preparation causes pupils to be weak in both material and mental terms. Vera Abdillah, a prior researcher, discovered this component in her research on the elements that create speaking anxiety. She discovered that several students admitted to having difficulty speaking when they are not adequately prepared (Abdillah, 2018).

These findings corroborate those of Niki Maleki and Mohammadi (2009). They discovered that more efficient oral communication learners had higher self-confidence than less successful oral communication learners. This is similar to Oktavia's (2016) statement, with the most important

difference being that it refers back to oneself. They must have a high sense of self-worth. Whatever challenges arise when speaking, if the speaker is confident, they will be readily overcome.

This research is similar to the findings from Ikhasaniyah (2021). He found that there are six factors that cause students' anxiety: students' poor English skills, fear of misinterpretation, low self-esteem, fear of making mistakes and then being criticized (fear of negative evaluation), lack of preparation, and anxiety during tests. Researchers found three similarities between the two studies: fear of making mistakes or being laughed at, students' confidence or self-esteem, and lack of preparation as a contributing factor to anxiety. In contrast, the researchers discovered additional elements that create anxiety about speaking rather than the other three factors discovered by Ikhsaniyah (2021). Furthermore, this study discovered the same results as Falah (2018)'s research. In his research, he discovered numerous aspects that contribute to students' speaking anxiety: confidence, preparation time, performance pressure, incentive to speak, and audience support. These three elements were also identified as anxiety-inducing factors in this investigation.

Furthermore, there are disparities between the current study and Nguyen Hoang Tuan's earlier qualitative research on the elements that influence students' speaking skill. This distinction is the most important issue and factor in the development of students' speaking abilities. Nguyen mentioned in his research that the most common problem experienced by students is a fear of being laughed at or losing face. However, the researcher revealed in this study that the most common problem faced by students is a fear of being laughed at or losing face. According to Nguyen's research, Topic Knowledge is the factor that most benefits students' skills. According to current studies, pupils have a high level of self-confidence.

To summarize, an English speaking ability test revealed a considerable disparity in speaking ability between the Basic and Intermediate levels. The study also discovered that self-confidence, fear of criticism, fear of making mistakes, lack of preparation, pressure to do well, incentive to speak, and listener support are all elements that affect students' speaking skills. Students who are afraid of making mistakes, students who are humiliated, students who are afraid of criticism or losing face, and students who cannot think of anything to say are the challenges that become impediments for students to enhance their speaking skills. All of these relevant factors and problems were discovered through questionnaires and interviews with basic and intermediate level Qur'an village students.

CONCLUSION

This study utilized questionnaire and interview to answer three research questions. After analyzing the data, it was found that basic level students get average mean of 99.8 which means they are at a moderate high level of anxiety, and intermediate students obtain mean of 90.5 which indicates that they are at a moderate level of anxiety. The data above shows that the basic level students is higher than the intermediate level because the anxiety level is higher at the basic level so that this data has the conclusion that the level of anxiety for English speech is higher at the basic level than the intermediate level. The second finding indicate that the value of speech anxiety at basic and intermediate shows that the mean value for the basic level class is 99.8 and the mean value for the intermediate level class is 90.5. Moreover, It can be seen that the value of $\text{sig} = 0.700 > 0.05$ means that there is no significant difference in the value of speech anxiety for basic level and intermediate level classes. Finally, the last result shows that students revealed several factors that caused them to experience anxiety. The first informant stated that anxiety occurred because of low speaking skills, lack of practice, lack of confidence when on stage. The second informant said that anxiety occurs because of fear of misinterpretation, fear of being made up mistakes, and fear of being criticized, which leads to low self-esteem. inability to control emotions, and feelings of inferiority.

As a result of this finding, the researcher concluded that the majority of the causes of students' speech anxiety were related to students' unfavorable assumptions. As a result, students' negative attitudes toward speaking were identified as the most important component. prompting students to experience public speech anxiety.

The researcher recommends students enhance their speaking practice, improve their grammar and vocabulary, and improve their overall language abilities by changing their attitude, self-image, and fear of mistakes. Teachers should consider students' understanding, difficulties, and learning strategies when teaching English speech. They should select appropriate techniques, aid in anxiety reduction, boost self-confidence, provide opportunities for speaking, and create a relaxed environment. Future research should explore anxiety-generating factors from various perspectives, including learning settings, methods, and student backgrounds, to better understand and address anxiety.

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