

EXPLORING THE SPEAKING ANXIETY OF ELEMENTARY LEVEL PRIVATE UNIVERSITY STUDENTS OF SOUTH KALIMANTAN AND ATTEMPTS TO SOLVE

Arbain, M, Islamic University of Kalimantan MAB
Ramadani, F, Islamic University of Kalimantan MAB
Novika, H, Islamic University of Kalimantan MAB
m.arbain75@yahoo.co.id

Abstract: The ultimate goal of language teaching is to enable learners to communicate in the target language they learn. For those who can meet this goal are regarded as high achievers or successful language learners. However, not every language learner can reach this goal. This might be because there are many factors involved in language learning. One of those factors is an anxiety construct in the affective domain, considered as an important affective role in second/foreign language acquisition and could be presumed as ‘a cause of language failure’ (Brown, 2000, p. 141). However, it does not mean students and teacher do nothing. Students are required to find a number of ways to solve or at least reduce their own speaking anxiety. So do the English teacher. They also find a number of strategies to solve or at least reduce the students’ speaking anxiety. This research is intended to describe a number of tactics/tricks carried out by the private university students to reduce their speaking anxiety and the strategies carried out by the lectures to solve their university students. The research design employed was descriptive with interview as the instrument. The research reveals that a number of university students carried out a number of tactics/tricks, which were referred to mental effect relaxation (MER) and physical effects reduction (PER). Meanwhile to reduce their speaking anxiety, the three lectures were reported to carrying out a number of strategies, which were referred to mental-related assistance (MRA) and knowledge-based assistance (KBA).

Key words: speaking anxiety, tactics, tricks, strategies

Introduction

The ultimate goal of language teaching is to enable learners to communicate in the target language they learn. For those who can meet this goal are regarded as high achievers or successful language learners. However, not every language learner can reach this goal. This might be because there are many factors involved in language learning. One of those factors is an anxiety construct in the affective domain, considered as an important affective role in second/foreign language acquisition and could be presumed as ‘a cause of language failure’ (Brown, 1994, p. 141). Scovel (1991) maintains that learner anxiety is not a single but rather a complex, multidimensional phenomenon, which involves many other variables such as the subject studied or tested at school, the learners’ level of intelligence, the difficulty of the learning skill under investigation, and the degree of familiarity the learners have with the

learning task. Thus, the issue of learner anxiety needs to be addressed from a variety of perspectives and approaches (Young, 1992).

According to researchers, “anxiety” is a feeling of tension, apprehension and nervousness associated with the process of learning a foreign language. It is considered as one of the most psychological factors that affect students learning a foreign language in particular when speaking.

Objective

This research is intended to find out the level of speaking anxiety of elementary level private university students majoring in English, a number of tactics/tricks carried out by elementary level private university students to reduce their speaking anxiety and the strategies carried out by English lecturers to reduce speaking anxiety of elementary level private university students.

Literature Review

Tanveer (2007:1) states in his study that such statements are commonly uttered by foreign language learners and are too familiar to the foreign language teachers. These statements indicate an important problem that the majority of students face in learning and particularly speaking a second or foreign language. Many learners express their inability and sometimes even acknowledge their failure in learning to speak a second/foreign language. These learners may be good at learning other skills, but when it comes to learning to speak another language, they claim to have a “mental block” against it (Horwitz et al., 1986: 125). What then, hinders or stops them to succeed in learning a second/foreign language? In many cases, students’ feelings of stress, anxiety or nervousness may hinder their language learning and performance abilities. Theorists and second language acquisition (SLA) researchers have frequently demonstrated that these feelings or anxiety are specifically associated with learning and speaking a second/foreign language, which distinguishes L2/FL learning from learning other skills or subjects. Both teachers and students are aware and generally feel strongly that anxiety is a major factor to be overcome when learning to speak another language.

Researchers differ widely about the definition of anxiety. Anxiety is a well-known phenomenon among learners in general and especially language learners. Several researchers realized that anxiety is experienced physically.

So, anxiety is a state of apprehension (anxiety about future) and it is one of the affective variables in SLA.

There are several types of anxiety, but most of them are not associated with language learning and performance. Language learning and performance anxiety are social, trait etc. Trait anxiety refers to a permanent personality feature, or stable characteristics of a person as Allwright (1991:173) in reporting Schovel says that state anxiety refers to “a temporary

condition brought about by some environmental stimulus and it is an acknowledged feature of language learning."

Al-Busairi (1990) says that anxiety may improve one's performance and may lead to success in second language learning. So anxiety affects the performance of the learner of a foreign language as indicated by several studies.

Several researchers indicate that learners with high level of anxiety should be less successful in learning a foreign language than relaxed ones. They indicate in their study that language teachers share the same opinion.

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language. (Horwitz cited in Nascente, 2001). Further, Nascente writes that among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students negatively in learning language. Therefore, paying attention to this factor of learning should also be taken into consideration.

The fact that anxiety plays an important role in students' learning is also shared by other researchers like Horwitz (1991) as cited in Sylvia and Tiono (2004). He believes that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. This explanation suggests that teachers should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

Regarding the causes of anxiety, Horwitz and Cope (1986) 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. The last cause has to do with other students' evaluation. In this case, as mentioned above, very often that other students' evaluation causes anxiety among students themselves. In addition, fear of being evaluated by their teachers is also another factor affecting students' anxiety. All these show that understanding students better and being skillful in managing classroom should be part of the teachers' concern. As suggested by Harmer (2001), to reduce this anxiety feeling, teachers need to pay attention to each student's strengths and weakness so that they can create a learning method which accommodates all students in the classroom. Therefore, anxiety can be as a result of lack of self-confidence as one of the important psychological factors that affect students' oral performance.

Over the last two decades, significant improvement has already been seen in a number of research dealing with anxiety in second language domain (L2), which could be attributed to significant improvement in theory and measurement of anxiety dealing with second language

(L2) since the mid of 1980s (MacIntyre & Gardner, 1991a; Young, 1991, 1994; MacIntyre, 1999; Horwitz, 2001 as cited by Toth, 2008). A number of studies have been carried out on test anxiety in foreign language (Sarason, 1978, Horwitz, 2001, Shomoossi & Kassaian, 2009, Paker & Höl, 2012, Shi, 2014) or to foreign language learning anxiety (Toth, 2008). Meanwhile there have been also a number of studies which have tested the influence of anxiety kind as was done by Philips (1992) and Salahi & Marefat (2014). The research dealing with second and foreign language anxiety have been carried out by experts (Horwitz, Horwitz & Cope, 1986; Young, 1991; Price, 1991; MacIntyre & Gardner, 1994; Horwitz, 2001; Kitano, 2001; Pappamihel, 2002; Batumlu & Erden, 2007; Liu 2007; Na, 2007; Aydın, 2008; Williams & Andrade, 2008; Shomoossi & Kassaian, 2009; Cui, 2011; Paker & Höl, 2012; Shi, 2014). Besides, a number of previous studies have also documented foreign language anxiety (Young, 1990; Cheng, Horwitz, & Schallert, 1999; Gregersen & Horwitz, 2002; Woodrow, 2006; Liu & Jackson, 2008; Tsiplakides & Keramida, 2009; Subaşı, 2010; Fang-peng & Dong, 2010; Mak, 2011; Zhiping & Paramasivam, 2013; Yahya, 2013; and Öztürk & Gürbüz, 2014).

Methodology

Research design

The research design employed is descriptive with questionnaire and interview as the data collecting technique.

Participant and subjects of the research

Data collection

The data were collected from 85 university students academic year 2017-2018 of three different private universities having finished attending speaking skill. The participants were male and female between the ages of 18 and 20. The study took place during the second semester of the 2017-2018.

Instruments and Procedure

The study was carried out through quantitative and qualitative methods of data collection. The instruments employed in this study were: (1) a questionnaire containing 33 items, (2) an interview. The questionnaire were given to 85 elementary level private university students and due limit time, the interview were only given to the nine university students dealing with the attempts done by the private elementary university students to reduce their speaking anxiety and to the three English lecturers of there different private universities in South Kalimantan concerning with the strategies done to reduce the private elementary university students.

Data Analysis and Results

The results of the study and the findings are described based on the data obtained from the participants by means of the instruments. The results and the findings are described based on the related research questions. They are grouped under the titles of the categories from the

questionnaire. Results and discussion related to the level of speaking anxiety of elementary level private university students of South Kalimantan.

The level of speaking anxiety of elementary level private university students majoring in English

Table 1

No.	Items	Mean (\bar{x})	SD
1	I never feel quite sure of myself when I am speaking in my foreign language class.	3.78	1.189
2	I don't worry about making mistakes in language class.	2.47	1.368
3	I tremble when I know that I'm going to be called on in language class.	3.66	1.376
4	It frightens me when I don't understand what the teacher is saying in the foreign language.	3.68	1.347
5	It wouldn't bother me at all to take more foreign language classes.	2.42	1.294
6	During language class, I find myself thinking about things that have nothing to do with the course.	3.15	1.539
7	I keep thinking that the other students are better at languages than I am.	2.39	1.283
8	I am usually at ease during tests in my language class.	2.53	1.287
9	I start to panic when I have to speak without preparation in language class.	3.44	1.531
10	I worry about the consequences of failing my foreign language class.	3.54	1.385
11	I don't understand why some people get so upset over foreign language classes.	3.18	1.473
12	In language class, I can get so nervous I forget things I know.	3.68	1.246
13	It embarrasses me to volunteer answers in my language class.	3.39	1.301
14	I would not be nervous speaking the foreign language with native speakers.	2.85	1.358
15	I get upset when I don't understand what the teacher is correcting.	3.58	1.409
16	Even if I am well prepared for language class, I feel anxious about it.	3.36	1.396
17	I often feel like not going to my language class.	3.51	1.269

18	I feel confident when I speak in foreign language class.	2.65	1.334
19	I am afraid that my language teacher is ready to correct every mistake I make.	3.42	1.392
20	I can feel my heart pounding when I'm going to be called on in language class.	3.41	1.294
21	The more I study for a language test, the more confused I get.	2.66	1.368
22	I don't feel pressure to prepare very well for language class.	2.74	1.465
23	I always feel that the other students speak the foreign language better than I do.	2.80	1.361
24	I feel very self-conscious about speaking the foreign language in front of other students.	3.56	1.358
25	Language class moves so quickly I worry about getting left behind.	3.45	1.305
26	I feel more tense and nervous in my language class than in my other classes.	3.76	1.182
27	I get nervous and confused when I am speaking in my language class.	3.72	1.240
28	When I'm on my way to language class, I feel very sure and relaxed.	2.88	1.322
29	I get nervous when I don't understand every word the language teacher says.	3.32	1.449
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	3.53	1.296
31	I am afraid that the other students will laugh at me when I speak the foreign language.	3.74	1.245
32	I would probably feel comfortable around native speakers of the foreign language.	2.69	1.504
33	I get nervous when the language teacher asks questions which I haven't prepared in advance.	3.68	1.217
Total		3.236	

Tactics/Tricks carried out by elementary level private university students to reduce their speaking anxiety

Based on the result of interview carried out towards nine university students as respondents (R1 s/d R9) in three private universities, a number of findings were covered dealing with several tactics/tricks done by the elementary level university students to reduce their speaking anxiety, as follows:

1. Staying away from other students for a while before making a presentation (R4).
2. Concentrating on something else (R4).
3. Praying for the God first in order to given fluency in speaking English (R7).

4. Believing in oneself and believing in one's ability (R1/R2/R7/R8/R9).
5. Familiarizing oneself with the audience/peer (R1/R6/R7/R8).
6. Giving oneself mental support (R5/R7/R8).
7. Keeping practicing in order to be more planned, fluent in speaking and trying hard to memorizing script of speaking task which has been prepared or preparing what to do and what to say later when speaking for example rehearsing first how pronounce it (R2/R5/R6/R7/R8).
8. Trying not worry as hard as possible or not worrying too much about making mistakes when speaking English, or not necessary to be afraid of making mistakes and not necessary to be shy to ask for competent classmates (R4/R//R9).
9. Taking a deep breath (R3/R4/R6/R8/R9).
10. Setting an ultimate goal, in this sense, preparing what to say when speaking (R8).
11. Asking for help from friends in case there are things they do not know, for example how to pronounce it well (R2/R3/R8/R9).
12. Asking for help from lecturers, for example about pronunciation, grammar or vocabulary (R1/R2/R3/R9).
13. Ignoring people in the speaking situation (R1/R2/R3/R4/R5/R6/R9).
14. Studying hard to get a clear understanding (R2)
15. Asking the related lecturers to ask audiences to take it easy or not to behave unfriendly for the students who assigns speaking task in front of classroom (R6).

In general, the inventory of speaking anxiety reduction for the present investigation emerged from the interview data in the second phase of data collection. The researcher analyzed and classified the data based on what the interviewees reported in order to decrease the speaking anxiety. The findings revealed that students' tactics/tricks to reduce their speaking anxiety could be categorized into two main groups: *a group of tactics for reducing speaking anxiety with mental effects* which will be referred to as mental effects reduction (MER), and *a group of tactics for reducing speaking anxiety with physical effects* which will be referred to as physical effects reduction (PER).

A group of tactics/tricks for reducing speaking anxiety with mental effects which is referred to as mental effects reduction (MER) covers staying away from other students for a while before making a presentation (as done by R4); ignoring people in the speaking situation (as done by R1, R2, R3, R4, R5, R6 and R9); taking a deep breath (as done by R3/R4/R6/R8/R9); concentrating on something else (as done by R4); praying for the God first in order to given fluency in speaking English (as done by R7); believing in oneself and believing in one's ability (as done by R1/R2/R7/R8/R9); familiarizing oneself with the audience (as done by R1/R6/R7/R8); giving oneself mental support (as done by R5/R7/R8); setting an ultimate goal, in this sense, preparing what to say when speaking (as done by R8); trying not worry as hard as possible or not worrying too much about making mistakes when

speaking English, or not necessary to be afraid of making mistakes and not necessary to be shy to ask for competent classmates (as done by R4/R//R9); and trying hard to familiarize with peer (as done by R1/R8)

Meanwhile, a group of tactics/tricks for reducing speaking anxiety with physical effects which will be referred to as physical effects reduction (PER) cover keeping practicing in order

to be more planned, fluent in speaking and trying hard to memorizing script of speaking task which has been prepared or preparing what to do and what to say later when speaking for example rehearsing first how pronounce it (as done by R2/R5/R6/R7/R8); studying hard to get a clear understanding (as done by R2); asking for help from friends in case there are things they do not know, for example how to pronounce it well (as done by R2/R3/R8/R9); Asking for help from lecturers, for example about pronunciation, grammar or vocabulary (as done by R1/R2/R3/R9), and asking the related lecturers to ask audiences to take it easy or not to behave unfriendly for the students who assigns speaking task in front of classroom (as done by R6).

The Strategies Carried out by Lectures to Reduce the Speaking Anxiety of Elementary Level Private University Students Majoring in English

Based on the result of interview carried out to the three English lectures at three private universities, there were several findings dealing with the lecturers' strategies to reduce their university students, they are as follows:

1. Creating warm and relaxed classroom atmosphere (L1/ L2/L3).
2. Establishing a teacher-student rapport (L1/L3).
3. Asking students not to show unpleasant manners to their classmates (L1/L2/ L3).
4. Giving students an ample amount of time to prepare themselves for a speaking task (L1/L3).
5. Setting a suitable place for students to perform a speaking task (L3).
6. Decreasing the seriousness degree of speaking-course regulation (L3).
7. Asking more competent students to help less unsuccessful peers (L3).
8. Building up student confidence (L1/L2).
9. Encouraging students to speak out (L1/L2).
10. Tolerating university students to speak bilingually (Indonesia + English) (L2).

Based on the interview data analysis, the findings revealed that lecturers' strategies for helping students to reduce their speaking anxiety could be categorized into two main groups: Mental-Related Assistance (MRA) and Knowledge-Based Assistance (KBA).

The former refers to things teachers of English have employed in order to lower their students' apprehensive feelings or emotions whilst performing a speaking task. They cover creating warm and relaxed classroom atmosphere (as done by L1/ L2/L3), establishing a teacher-student rapport (as done by L1/L3), asking students not to show unpleasant manners to their classmates (as done by L1/L2/ L3), decreasing the seriousness degree of speaking-course

regulation (as done by L3), tolerating university students to speak bilingually (Indonesia + English) (as done by L2), building up student confidence (as done by L1/L2), encouraging students to speak out (L1/L2), and setting a suitable place for students to perform a speaking task (as done by L3).

Meanwhile, the latter involves activities in the form of Knowledge-Based Assistance (KBA) teachers have employed so as to increase their students' knowledge in order for them to successfully complete their speaking tasks, e.g., asking more competent students to help less unsuccessful peers (as done by L3).

Conclusion

Based on the data obtained in this study, there are some conclusions that the level of speaking anxiety of elementary level private university students majoring in English in several private is fairly high.

The elementary level private university students carry out a number of tactics/tricks to reduce their speaking anxiety as problem solution which could be categorized into a group of tactics/tricks for reducing speaking anxiety with mental effects which is referred to as mental effects reduction (MER) and a group of tactics/tricks for reducing speaking anxiety with physical effects which will be referred to as physical effects reduction (PER).

Meanwhile, a number of strategies were also done the English lecturers to reduce their own speaking anxiety, which could be categorized into Mental-Related Assistance (MRA) and Knowledge-Based Assistance (KBA). Mental-Related Assistance (MRA) refers to things teachers of English have employed in order to lower their students' apprehensive feelings or emotions whilst performing a speaking task. Meanwhile, Knowledge-Based Assistance (KBA) involves activities in the form of Knowledge-Based Assistance (KBA) teachers have employed so as to increase their students' knowledge in order for them to successfully complete their speaking tasks.

Reference

- Al Busairi, M (1990). *Needs, Attitudes and Motivation in Foreign Language Learning: A case study of Kuwait University students Studying ESP*. (unpublished Ph.D Thesis, University of Lancaster).
- Allwright, D (1991). *Focus on the Language Classroom: An Introduction to classroom research for language teacher*. New York: Cambridge University Press.
- Aydin, S. (2008). *An investigation on the language anxiety and fear of negative evaluation among Turkish EFL learners*. *Asian EFL Journal*, 30(1), 421-444.
- Batumlu, D.Z. & Erden, M. (2007). *The relationship between foreign language anxiety and English achievement of Yildiz Technical University School of foreign languages preparatory students*. *Theory and Practice in Education*, 3(1), 24 – 38.

- Brown, H.D. (2000). *Principles of language learning and teaching* (4th ed.). New York: Pearson Education.
- Cheng, Y., Horwitz, E.K., & Schallert, D.L. (1999). *Language anxiety: Differentiating writing and speaking components*. *Language Learning*, 49(3), 417-446.
- Cui, J. (2011). *Research on high school students' English learning anxiety*. *Journal of Language Teaching and Research*, 2 (4), 875-880.
- Fang-peng, G., & Dong, Y. (2010). A study on college students' anxiety to spoken English. *Canadian Social Science*, 6(2), 95-101.
- Gregersen, T., & Horwitz, E.K. (2002). *Language learning and perfectionism: Anxious and non-anxious language learners' reactions to their own oral performance*. *The Modern Language Journal*, 86, 562-570.
- Harmer, J (2001). *The Practice of English Language Teaching*, Longman.
- Horwitz, E.K. (2001). *Language anxiety and achievement*. *Annual Review of Applied Linguistics*, Vol.21, Cambridge University Press.
- Horwitz, E. K., Horwitz, M. B., and Cope, J. (1986). *Foreign language classroom anxiety*. *The Modern Learning Journal*. 70: 125-132.
- Kitano, K. (2001). *Anxiety in the college Japanese class-room*. *Modern Language Journal*. 85(4): 549-566.
- Liu, M. (2007). *Anxiety in oral English classrooms: A case study in China*. *Indonesian Journal of English Language Teaching*, 3(1), 119-137.
- Liu, M. & Jackson, J. (2008). *An exploration of Chinese EFL learners' unwillingness to communicate and foreign language anxiety*. *The Modern Language Journal*, 92.
- MacIntyre, P. D. (1995). How does anxiety affect second language leaning? A reply to Sparks and Ganschow. *Modern Language Journal*. 79: 90-99.
- MacIntyre, P. D. (1994). The Subtle Effect of Language Anxiety on Cognitive Processing in the Second Modern Language Journal. 79: 90-99.
- MacIntyre, P. D., and Gardner, R. C. (1991a). *Language anxiety: Its relation to other anxieties and to processing in native and second languages*. *Language Learning*. 41(4): 513-534.
- Mak, B. (2011). *An exploration of speaking-in-class anxiety with Chinese ESL learners*. *System*, 39, 202-214.
- Na, Z. (2007). *A study of high school students' English learning anxiety*. *The Asian EFL Journal*, 9(3), 22-34.
- Öztürk, G. & Gürbüz, N. (2014). *Speaking anxiety among Turkish EFL learners: The case at a state university*. *Journal of Language and Linguistic Studies*, 10(1), 1-17.
- Paker, T. & Höl, D. (2012). *Attitudes and perceptions of the students and instructors towards testing speaking communicatively*. *Pamukkale Üniversitesi Egitim Fakültesi Dergisi*, 32 (2), 13-24.
- Pappamihel, N.E. (2002). *English as a second language students and English language anxiety: Issues in the mainstream classroom*. *Research in the Teaching of English*, 36, 327-355.
- Phillips, E. M. (1992). *The effects of language anxiety on students' oral test performance and attitudes*. *Modern Language Journal*. 76(1): 14-26.

- Price, M. L. (1991). *The subjective experience of foreign language anxiety: Interview with highly anxious students*. In E. K. Horwitz and D. J. Young (eds.), *Language Anxiety: From theory and research to classroom implications* (pp.101-108). Upper Saddle River, NJ: Prentice Hall.
- Sarason, I. G. (1978). *The test anxiety scale: Concept and research*. In C.D. Spielberger & I.G. Sarason (Eds.), *Stress and Anxiety Vol. 5*. Hemisphere Publishing Corp, Washington D.C.
- Salehi, M. & Marefat, F. (2014). *The effects of foreign language anxiety and test anxiety on foreign language test performance: Theory and practice in language studies*. Academy Publisher, Finland, 4 (5), 931-940.
- Scovel, T. (1991). *The effect of affect on foreign language learning: A Review of the anxiety research*. In E. K. Horwitz and D. J. Young (eds.), *Language anxiety: From theory and research to classroom implications*. Upper Saddle River, NJ: Prentice Hall.
- Shi, F. (2014). *Exploring Students' Anxiety in Computer-based Oral English Test*. *Journal of Language Teaching and Research*, 3 (3), 446-451, Academy Publisher, Finland
- Shomoossi, N. & Kassaian, Z. (2009). *Variation of test anxiety over listening and speaking test performance*. *Iranian Journal of Language Studies*, 3 (1), 65-78.
- Subaşı, G. (2010). *What are the Main Sources of Turkish EFL Students' Anxiety in Oral Practice?* *Turkish Online Journal of Qualitative Inquiry*, 1(2), 29-49.
- Tanveer, M (2007). *Investigation of the Factors that cause language Anxiety for ESL/EFL learners in learning speaking skills and the Influence it casts on communication in the target language*. (published M.A Thesis, University of Glassgow).
- Toth, Z. (2008). *A foreign language anxiety scale for Hungarian learners of English*, *WoPaLP* 2
- Tsiplakides, I. & Keramida, A. (2009). *Helping Students Overcome Foreign Language Speaking Anxiety in the English Classroom: Theoretical Issues and Practical Recommendations*. *International Educational Studies*. 2(4), 39-44.
- Williams, K.E., & Andrade, M.R. (2008). *Foreign language learning anxiety in Japanese EFL university classes: Causes, coping, and locus of control*. *Foreign Language Teaching*, 5(2), 181-191.
- Woodrow, L. (2006). *Anxiety and speaking English as a second language*. *RELC Journal*. 37(3): 308-328.
- Yahya, M. (2013). *Measuring speaking anxiety among speech communication course students at the Arab American University of Jenin (AAUJ)*. *European Social Sciences Research Journal*, 1(3), 229-248.
- Young, D. J. (1991a). *Creating a low-anxiety classroom environment: What does language anxiety research suggest?* *The Modern Language Journal*. 75(4): 426-439.
- _____ (1991b). *The relationship between anxiety and foreign language oral proficiency ratings*. In E. K. Horwitz and D. J. Young (eds.), *Language anxiety: From theory and research to classroom implications*. Upper Saddle River, NJ: Prentice Hall.
- _____ (1990). *An investigation of students' perspectives on anxiety and speaking*. *Foreign Language Annuals*, 23, 539-553.
- Zhiping, D. & Paramasivam, S. (2013). *Anxiety of speaking English in class among international students in a Malaysian university*. *International Journal of Education and Research*, 1 (11), 1-16.

Intensive Journal

<http://ojs.uniska-bjm.ac.id/index.php/EJB>

E-ISSN 1513567470

April 2018, Vol 1 No.2
