

CAUSES OF LEARNERS' ENGLISH-SPEAKING ANXIETY: A LITERATURE REVIEW

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ABSTRACT

Most English as foreign language speaking students have fear of speaking in English in front of other students in the class or audiences. This fear develops Speaking anxiety. Speaking anxiety exists in English as a foreign language classroom since students do not participate actively in classroom discussion or speaking activities. Anxiety is one of the critical problems that hinder learners from speaking in English in and outside the classroom. English-Speaking anxiety affects students' academic performance and achievement. Even though Speaking skill has been taught starting from primary schools, most students develop speaking anxiety because of different reasons. The aim of the review is to indicate the various source of English-Speaking anxiety based on various settings and contexts that have been investigated by different researchers. This review of literature also explores the types of Speaking anxiety that most students experienced in the English classroom and suggests the actions to be taken to prevent students Speaking anxiety. Various researchers have suggested that English language teachers should use communicative language teaching approaches and plan participatory speaking exercises to eliminate students' English-Speaking Anxiety.

Key Words: Cause, English-Speaking, Anxiety, Fear, lack

INTRODUCTION

Language anxiety is linguistically expressed as “the feeling of tension and apprehension particularly associated with second language texts, including speaking, listening and learning” Subaşı, (2010). Different kinds of anxiety have been found out by scholars. According to Dornyei (2005) portrays

an anxiety into two types as (a) the debilitating and the facilitating anxiety (b) anxiety of trait and anxiety of state. The facilitating anxiety is seen as important matter for learners to do things even more successfully, while crippling deliberating to be bad which could incite less academic performance.

According to McCroskey (1978), Speaking Anxiety is a personal related fear connected to either authentic or anticipated interaction with people. It is the condition when the learners feel anxious, worry, and abnormal speaking in English with people. Anxiety may occur to any learners in view of a little knowledge of English, communication anxiety, and fear of committing error (Lestari, D.W. 2020). According to Horwitz et al., (1986) stated that the built speaking anxiety to their knowledge of second language anxieties. In English classrooms interpersonal interactions are the major emphasis. Public speaking communication-oriented classroom like in the foreign language classroom, an anxiety has been observed to have negative impact on students' performance.

Language anxiety highly influences the oral presentation of speakers of English even though English language communication apprehension is a counterproductive process in learning and teaching English; instructors don't often recognize anxiety of learners and always notice students lack interest to involve in oral activities cause like lack of interest, or low achievement (Ansari, M.S. 2015). Anxiety, which refers to important variable for its debilitating result, is a troubled state of mind. Oral proficiency is a critical need for learners especially in English as a second language instructional setting. Regardless, various EFL students face troubles as acquiring oral skills in light of anxiety (Aliyu et al., 2019). Despite extensive advances in teaching procedures and strategies, the anxiety keeps on to exist in second language classrooms (Casado, M., and Dereshiwsky, M. 2001)

Previous studies on causes of students' English-Speaking Anxiety

Mayangta, T. (2013) conducted the research entitled "Students' Speaking Anxiety in EFL Classrooms". The inspiration driving of the research was to examine learners' speaking anxiety in EFL instruction in a secondary school. For the study, 32 learners from junior high school of Bandung were selected. Qualitative research was employed for the study. Questionnaires were designed as tools of data collection. The result of the study showed that the cause of learners' English speaking anxiety were learners' attitude of knowledge about language learning, interpersonal and personal anxiety, low levels of English proficiency, learner-teacher relationship and procedures in classroom The findings explored that anxiety affects students' performance in learning English, especially in speaking.

Moreover, Erdiana, N., et al., (2020) made the research entitled “A study of anxiety experienced by EFL students in speaking performance”. The investigation was intended to analyze the amount of English-speaking apprehension experienced by the learners. In the research, both qualitative and quantitative research approaches were employed. 29 students were chosen as samples for the study. Tool of data collection used was a questionnaire that was adopted from the Foreign Language Classroom Anxiety Scale (FLCAS) which was made by Horwitz, et al. (1986). The finding of the examination showed that 38% of the respondents experienced low-level anxiety about 59% experienced moderate level of anxiety and 3.4% of the samples had critical level anxiety. This showed that most learners had a moderate level of oral anxiety. Finally, the researcher suggested that English educators should find an appropriate framework to restrict their understudies' talking strain. Finally, the researcher suggested that English teachers should investigate the right technique to reduce their learners' speaking anxiety.

Accordingly, Mak, B. (2011) wrote the article on “An exploration of speaking-in-class anxiety with Chinese ESL learners”. The aim of the research was to assess difficulties that affect the speaking skills of the students. For the study, 313 year-I ESL learners Hong Kong University were selected. Data was collected using a questionnaire adapted from Horwitz et al of Foreign Language Classroom Anxiety Scale. The findings of the study revealed five major factors such as fear of evaluation; communication anxiety and fear of speaking with native speakers; negative self-appraisal; negative towards the English learning and consequences of personal failure.

Also, Mulyono, H., et al., (2019) made the study entitled “Factors Contributing to EFL Students' Speaking Anxiety”. The objective of the assessment was to explore determinants that contribute to second language anxiety among international higher institution learners in Indonesia. Qualitative research method was employed for the study. The interview was conducted with 7(seven) International learners learning at three Universities in Indonesia. The result of the showed that respondents experienced facilitative and debilitating speaking apprehension. Besides, factors like intercultural communication anxiety, negative points of view and language barrier were distinguished to aggravate obscure the second language anxiety.

In addition, Tien, C. (2018) wrote the article entitled “English Speaking Anxiety in EFL University Classroom in Taiwan”. The purpose of this study was to explore the difficulty causing EFL English speaking anxiety. For the study 658 learners participated from 8 Universities in southern Taiwan. Mixed research approach were employed to collect data. The finding showed that students are stressed over the grammar inaccuracy, worrying about understanding the meaning of language, lack of vocabularies, and poor pronunciation. Besides, male students had less English-speaking anxiety than female learners. Moreover, English majors have less English anxiety than non-English majors.

In the research conducted by Rahmawati, Y. (2018) which entitle “Student’s Anxiety in Speaking Activities at Grade Xi of SMA Muhammadiyah 1 Malang”. The study aimed to assess the students’ speaking anxiety in the English Language. From XI of SMA Muhammadiyah 1 Malang, 37 learners were selected as samples. A qualitative research design was employed to collect the data. Observation, questionnaires, and interviews were used to obtain. Descriptive statistics methods were employed to analyze data. The finding showed major sources of students speaking anxiety such as communication

apprehension, fear of tests, and fear of negative evaluation. The finding showed that learners must improve their communication skills via dealing with talking in everyday life. Likewise, the teacher ought to implement the techniques to decrease the learners’ speaking anxiety, persist their mistakes when communicating in English, giving task, making team and making a supportive learning climate.

The study made by Fadlan, A. (2020) which entitled “Factors Causing Language Anxiety of EFL Students in Classroom Presentation.” The study was designed to explore the causes leading to speaking anxiety in EFL students. The descriptive research method was applied for the study. For the stud, 6 students majoring in English were selected purposively to conduct a presentation seminar. Observation and interviews were employed to distinguished the kind and cause of anxiety exercised by the learners in a presentation the seminar. A finding revealed three types of anxiety experienced such as apprehension connected to positive and related to negative anxiety and the anxiety which was not connected to any of them. In addition, finding indicated that factors causing the students' anxiety were external and the external factors, but as to this research, the research scholar found only internal factors.

Halil, N.A. (2010) wrote the article entitled “Investigation on the causes of speaking anxiety among PTPL college students.” The investigation aimed to explore causes that affect students’ English speaking anxiety. 200 students from PTPL College were selected as samples for the study. The result of the research demonstrated that learners were worried about the assignments and exercises concerned with speaking, the grammar usage, and their self-beliefs in English learning. Moreover, learners from School of Business Management & expertise were identified to experience speaking anxiety the most when compared to the other three schools. The study suggested teachers help learners to avoid speaking anxiety.

Liu, M., & Jackson, J. (2008) conducted the research entitled “Exploration of Chinese EFL Learners' Unwillingness to Communicate and Foreign Language Anxiety.” The purpose of the study was to identify the Chinese learners’ anxiety of speaking English in English language classrooms. 547 first-year undergraduate learners were selected for the study. The findings of the study showed

that (a) Even though most learners had interest to involve in interpersonal conversations; (b) more than quarter of the learners dreaded being adversely evaluated, felt anxious in their English language classes and they were fearful with regards to tests and public speaking; (c) their reluctance to interact and their second language anxiety related essentially with one another and exposure to English and with their self-evaluated language proficiency and (d) a considerable lot of the factors of revenue were acceptable indicators of the learners' reluctance to communicate and their second language anxiety, which were additionally amazing indicators for one another.

Zhiping, D., and Paramasivam, S. (2013) made the exploration to entitled "Anxiety of Speaking English in Class Among International Students in A Malaysian University". The purpose of the study was to assess the reasons why the international learners face anxiety in English speaking classrooms.

and investigate how they struggle with their anxiety and dread when speaking English. 8 international master's graduates of a Malaysian university were selected for the study. Data was collected through observations and interviews. The result of the study identified that Nigerian students were not worried about speaking in English. Unlikely, Algerians and Iranians experienced more form of anxiety because of dreading negative evaluation and speaking anxiety. The conclusion showed that the instructors' methodology and learners' responses to their techniques were not align with socio-cultural background; however, language barriers and acquiring abilities common to every person.

Navaz, A., & Banu, M. (2018) published the article on "Speaking anxiety: a pilot study among the ESL undergraduates at the South Eastern University of Sri Lanka." The study aimed to investigate the communication apprehension challenged by learners of South Eastern University of Sri Lanka (SEUSL) in the ESL college. A year-II learners of a particular faculty were chosen as participants for the investigation. Focus group discussions and survey questionnaire were utilized to gather information. The result of the study showed that over 90% of the learners experienced speaking anxiety in English classes. The anxiety is more observed during presentations and speaking tests.

Ibrahim, O.Y., and Mohammed, I.B. (2015) wrote article entitled "An Investigation into the Sources of English Language Speaking Anxiety from the University Students Perspective". The investigation aimed to explore the cause of second language speaking apprehension from the University learners'

points of view. 60 female learners in the Ahfad University Preparatory Program were chosen. As a tool of data collection, Foreign Language Speaking Anxiety Scale (FLSAS) and an interview were used. The results showed that the learners recognized the communication apprehension to personal reasons and instructional procedures.

Woodrow, L. (2006) made the assessment on the topic “Anxiety and Speaking English as a Second Language”. The study attempted to investigate the cause of foreign language communication anxiety. 275 students of Australian universities were chosen for the study. Interviews and the second language speaking anxiety scale (SLSAS) were designed to collect data for this study. The result showed speaking anxiety to be a significant indicator of speaking accomplishment. The findings revealed that the major cause of apprehension was communicating with native speakers. The finding showed that students speaking anxiety appeared from recovery interference and abilities deficiency. The result showed that English language students from Korea, Japan and China were more anxious than students of other states.

Mobarak, M.S. (2020) composed the article entitled “Reasons for English Language Speaking Anxiety Among Students in Private Universities of Bangladesh.” The research attempted to find out the cause that affect learners’ speaking anxiety of Bangladesh University. For the research, 20 university students were selected randomly as samples. Interviews and Foreign Language Speaking Anxiety Scale (FLSAS) were employed as tools of data collection. The finding of the study demonstrated that the learners connected the cause of their speaking anxiety were teaching strategies and individual issues. The finding of the research revealed that the dread of negative comment was the most factor followed by dread of speaking, language capability, fear of others perception and low confidence factors.

Rafada, S.H., & Madini, A.A. (2017) made investigation on “Major Causes of Saudi Learners’ Speaking Anxiety in English Classrooms.” The purpose of the study was to identify the major source of communication anxiety that English language students of Saudi face in their English speaking classroom. 126 EFL first year female students those aged between 18 to 20 from the University of King Abdul Aziz were selected for the study. A mixed-method research approach was employed for the study. Interview with 10 students and a questionnaire with 116 students were used to collect data. The qualitative data showed the major factor of speaking anxiety such as the role the teacher, fear of peer, the poor evaluation anxiety, teaching methodology at schools, and shortage of vocabulary. Moreover, the result shows three main domains: factors connected to the test, factors connected to the physical classroom and factors connected to the English teachers.

Long, K.L., et al., (2020) published their article under the title “Undergraduates’ Speaking Anxiety in English as Second Language Classrooms.” The aim behind the research was to explore the learners’ anxiety level towards communicating in English. 592 college students from two higher institutions of Sarawak were chosen for the research. Survey questionnaire was employed to investigate students speaking anxiety. The findings indicated that undergraduate students encountered an average English communication anxiety. The result showed that the female

undergraduate students experienced high level of anxiety in speaking when contrasted with the male undergraduate students in: in using English in the class, dread of negative evaluation, evaluation apprehension and speaking anxiety.

Siew, P. (2014) had the research paper entitled “The Impact of Gender on Speaking Anxiety among Malaysian Tertiary ESL Learners”. The study attempted to identify the level learners’ oral speaking apprehension. 237 undergraduates were selected for the study from a Malaysian university. The questionnaire was employed to collect data. The findings of the research explored that tertiary ESL learners experienced a moderate level of English communication anxiety. Besides, the findings indicated three significant contributory variables of students speaking anxiety such as psychological apprehension, speaking English in the classrooms and perception. The study verified the hypothesis that male tertiary ESL students showed low level of speaking anxiety than their females.

Subaşı, G. (2010) composed the article entitled “What are the Main Sources of Turkish EFL Students' Anxiety in Oral Practice?” The motivation behind the study was to distinguish the source of the Turkish students’ English speaking anxiety during communication practice. 55 English Language Department Year-I learners in Anadolu University were selected for this research. Questionnaires and interviews were employed to collect data. 15 students were chosen to make an interview. The survey questionnaire was developed to collect data. The multiple regression and Pearson correlation coefficient were used for the statistical analysis of the data. The investigation of collected data offered essential data about the major causes of the learners' anxiety in speaking such as individual case, instructors’ personality, previous experience and teaching methodology.

Hammad, E., & Ghali, E.A. (2015) made a study entitled “Speaking Anxiety Level of Gaza EFL Pre-service Teachers”. The study attempted to assess EFL pre-service teachers' speaking apprehension and the rationale behind pre-teachers’ speaking anxiety. 279 learners were selected for the study to respond to questionnaire whereas 61 students were chosen to respond to open-question survey, and with 6 EFL instructors interview were conducted. The result of the study revealed that anxiety level ‘pre-service teachers’ was high. The major factors for such anxiety incorporated teachers’ improper techniques, learners’ difficulty to utilize only English in classes, learners’ apprehension about negative assessment, and learners’ sensitiveness to instructors' constructive suggestion.

Aliyu, M., et al., (2019) composed the article entitled “Reducing Undergraduates Speaking Anxiety through Class Interactions and Oral Presentations”. The motivation behind the examination was to investigate the impact of class associations and oral introductions on diminishing students' talking nervousness. A class of 16 students in was chosen for the study. Survey pre-post quasi-

experimental, and interview were utilized as instruments to data collection. The research demonstrated that the learners' anxiety levels essentially decreased in each of the five degrees of speaking nervousness, psychological, dread of committing grammatical errors, dread of negative evaluation, English language classrooms speaking difficulties, social-ecological components, and attitude factor. The result showed that the learners' speaking nervousness is mainly because of fear of negative evaluation and social-cultural elements.

Osboe, S., et al., (2007) conducted the study entitled "Student Confidence and Anxiety in L2 Speaking Activities." The study attempted to investigate the reason behind why do most Japanese learners practiced a great amount of anxiety while they are speaking in English. 62 first year English learners were selected at a University in Japan for the investigation. A survey and focus group conversation were utilized to gather information. The survey study revealed that confidence in communicating in English as a foreign language against factors of study abroad experience, second language capability, mother tongue character elements, and confidence in talking with various conversationalists against the variable of English capability level. Focus group discussion was made with eight learners. The finding showed that mother tongue personality factors have a great role in foreign language speaking achievement. The focus group conversation result showed that the classroom speaking exercises in which learners interested in varying levels of confidence.

Lestari, D.W. (2020) published the article entitled "Students' Perception of the Causes of Anxiety in Speaking English". The aim of the research was to investigate the source that contribute to speaking anxiety and the techniques that use to regulate English speaking anxiety of high school learners. 6 students were selected using the purposive sampling technique from private secondary school in Yogyakarta. A descriptive research design was employed for the study. The finding of the investigation showed that the learners experience anxious feelings when they wanted to use target language that are affected by the factors such as fear of test, dread of negative assessment and English communication apprehension. Moreover, the research also found that the learners use some techniques to control their speaking nervousness. These techniques are being relaxed, preparedness, peer support, positive attitude and instructors' feedback.

Musonah, A.N. (2018) made the study entitled "The Causes of Students' Speaking Anxiety in English Foreign Language Class. The purpose of the study was to assess the factors affecting students' communication anxiety of Muhammadiyah Purwokerto University." For the study, 27 students were selected. A case study research design was employed for the research. The interview and questionnaire were designed to collect data. The results of the study revealed that 85.19% of respondents agree that they were anxious because they thought grammar is important in speaking. Therefore, they also still feel anxious because of fear of making mistakes in grammar and

pronunciation. Hence, the students were less anxious because of the external factors; the classroom settings and activities, and teacher.

Timina, S.A. (2015) composed the article entitled “Causes of English-Speaking Anxiety among Taiwanese University Students”. The investigation intended to investigate the components prompting learners speaking skills in an EFL class in the East Asian educational setting. 80 first-year learners of Southern Taiwan private University were selected for the study. Qualitative and quantitative research approaches were employed in the study. Questionnaires were designed for data collection. The result of the investigation revealed that a large number of the respondents feel speaking nervousness in English classes. The main reason of learners English speaking apprehension have a place with three classifications: sociocultural, psychological and educational. Psychological causes were: feeling hesitant to communicate in English, fear of misunderstanding the instructors question, the students’ recent and prior English learning experience. The reasons for speaking nervousness related to students’ education were absence of familiarity, fear of making mistakes, lack of vocabulary knowledge, and inadequate oral practice in class. Regarding to socio-cultural factors, the fundamental source of their anxiety is the traditional shyness of the Chinese people and their hate of speaking in public.

Habiburrahim, et al., (2020) made the investigation entitled “The Effects of Anxiety Toward Acehese Students' English-Speaking Ability.” The aim of the study was to find out the cause and effects of foreign language speaking apprehension in English Education Department”. The study aims to identify the causes and types of English Speaking anxiety of Semester-I learners from the English Department at Muhammadiyah University. The qualitative descriptive methods research was employed for the study. 18 students were chosen as samples of the study. The questionnaire was administered to collect data. The result of the study showed that state anxiety was the prevailing nervousness observed in Semester-I learners as situation anxiety was the little and trait anxiety is just 5% vary the percentage of the data. The result also showed that the reasons for learners English speaking anxiety were two namely internal (anxious, shame, uncomfortable, negative thinking, stress for committing errors, and mentally upset) and external (dread of being taunted and laughed at, dread before many individuals and dread of the lecturer).

CONCLUSION

In every part of the world English is extensively serve as instruction medium in higher institutes. English language Speaking anxiety is one of the most difficulties which hinder learners’ oral performance. Past Studies that investigate English language Speaking anxiety can fill in as strategy for English language teachers to the extent helping them with improve their knowledge of language acquiring as per the learners’ perspectives. These assessments may moreover give encounters into

how educators can cultivate legitimate interventions to reduce language anxiety among foreign language learners. These examinations revealed the most notable English-Speaking pressures like fear of negative appraisal, students' affectability to teachers' giving comments, learners past experiences, the feeble educational system at schools, test apprehension, peer disquiet, low self-esteem, and lack of language proficiency and negative attitudes. When the teachers understand the fathom the conditions and final products of language anxiousness and their relationship to language performance, they can help their learners to increase their self-confidence and lower their language anxiety. Moreover, the studies provide insights to avoid harmful feelings of anxiety that affect students learning. The previous studies argued that teachers should implement strategies to reduce students' speaking anxiety by creating a non-intimidating classroom environment, giving awareness that making mistakes is part of the learning process, creating group discussion sessions, designing classroom presentation tasks, and creating a supportive learning atmosphere. Students can also play a lion's share in avoiding their speaking anxiety through practicing speaking in daily life.

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