References

- Al-Khasawneh, F. M. (2016). Investigating foreign language learning anxiety: A case of Saudi undergraduate EFL learners. *Journal of Language and Linguistic Studies*, 137.
- Astorga-Cabezas, E. D. (2015). The relationship between listening proficiency and speaking improvement in higher education: Considerations in assessing speaking and listening. *Higher Learning Research Communications*, 5(2), 34. Retrieved from www.hlrcjournal.com
- Atas, M. (2015). The Reduction of speaking anxiety in EFL learners through drama techniques. *Procedia-Social and Behavioral Sciences*, *176*, 961-969.
- Bozpolat, E. (2017). An investigation of the variables predicting faculty of education students' speaking anxiety through ordinal logistic regression analysis. *Journal of Education and Learning*, 6(1), 27-40. doi:10.5539/jel.v6n1p27
- Dincer, A., Yesilyurt, S., &Takkac, M. (2012). The effects of autonomy-supportive climates on EFL learner's engagement, achievement and competence in english speaking classrooms. *Procedia-Social and Behavioral Sciences*, 46, 3890-3894. doi:10.1016/j.sbspro.2012.06.167
- Doğan, Y., &Tuncer, M. (2016).Examination of foreign language classroom anxiety and achievement in foreign language in Turkish University students in terms

of various variables. *Journal of Education and Training Studies*, 4(5), 18-29. doi:10.11114/jets.v4i5.1337

- Dordinejad, F. G., & Ahmadabad, R. M. (2014).Examination of the relationship between foreign language classroom anxiety and English achievement among male and female Iranian high school students.*International Journal of Language Learning and Applied Linguistics World*, 6(4), 446-460. Retrieved from http://www.ijllalw.org
- Fonseca, J., Carvalho, C., Conboy, J., Valente, M. O., Gama, A. P., Salema, M. H., &Fiúza, E. (2015).Changing Teachers' Feedback Practices: A Workshop Challenge.*Australian Journal of Teacher Education*, 40(8), 4. Retrieved from http://ro.ecu.edu.au/ajte/vol40/iss8/4
- Hashemi, M., &Abbasi, M. (2013). The role of the teacher in alleviating anxiety in language classes. *International Research Journal of Applied and Basic Sciences*, 4(3), 640-646.
- Izumi, G. C., & Training, T. (2017). The Study BetweenStudents'anxiety And Speaking Ability At The First Grade Students Of SmaNegeri. (Doctoral dissertation, Teacher Training and Education Faculty). University of Lampung, Bandar Lampung.
- Karim, S., &Haq, N. (2014). An Assessment of IELTS Speaking Test. *International Journal of Evaluation and Research in Education*, *3*(3), 152-157.

- Leong, L. M., &Ahmadi, S. M. (2017). An Analysis of factors influencing learners'English speaking skill. *International Journal of Research in English Education*, 34-41. Retrieved from www.ijreeonline.com
- Masoudi, G. (2017). The effect of vocabulary self-selection strategy and input enhancement strategy on the vocabulary knowledge of Iranian EFL learners.*English Language Teaching*, *10*(8), 32. doi:10.5539/elt.v10n8p32
- Mulyani. (2011). The correlation between students' level anxiety and their speaking ability at the second year of senior high school 1 Enok Indragiri Hilir
 Regency. (Doctoral dissertation, Faculty Of Education And Teacher Training State Islamic). University Of Sultan SyarifKasim Riau, Pekanbaru.
- Na, Z. (2007). A study of high school students' English learning anxiety. *The Asian EFL Journal*, 9(3), 22-34. Retrieved from http://www.asian-efl-journal.com
- Nazara, S. (2011).Students' perception on EFL speaking skill development.*JET* (*Journal of English Teaching, 1*(1), 28-43.
- Oktaviani, F. S., Radjab, D., &Ardi, H. (2013). An analysis of students' English Language Anxiety at SMAN 7 Padang. *Journal of English Language Teaching*, 1(3), 51-60.
- Peng, Y. (2017). A Survey of grammar instruction from scholastic perspective. *English Language Teaching*, 10(5), 76-80. doi:10.5539/elt.v10n5p76

- Pull, C. (2012). Current status of knowledge on public-speaking anxiety.*Current* opinion in psychiatry, 25(1), 32-38.
- Purnasari, D. (2016). The relationship between optimism and students' speaking achievement at the first-year of English Education Department UIN
 SunanAmpel Surabaya academic year 2015-2016. Doctoral dissertation, UIN
 SunanAmpel Surabaya.
- PutriMayasari, S. (2013). Correlation Between Students' Language Learning Anxiety And Their Scores In Speaking Class. *Doctoral dissertation, Program StudiPendidikanBahasaInggris FBS-UKSW.*
- Sadiq, J. M. (2017). Anxiety in English Language Learning: A Case Study of English Language Learners in Saudi Arabia. *English Language Teaching*, 10(7), 1. doi:10.5539/elt.v10n7p1

Sarwono, J. (2006). Metodepenelitiankuantitatifdankualitatif.

- Shabani, M. B. (2013). The effect of background knowledge on speaking ability of Iranian EFL learners.*language*, *1*(1), 25-33.
- Sidgi, L. S., &Shaari, A. J. (2017).Sidgi, L. F. S., &Shaari, A. J. (2017). The Effect of Automatic Speech Recognition EyeSpeak Software on Iraqi Students' English Pronunciation: A Pilot Study. *Advances in Language and Literary Studies*, 8(2), 48-54. doi:10.7575/aiac.alls.v.8n.2p.48

Yayli, D. (2012). University summer school students' foreign language anxiety levels.*Procedia-Social and Behavioral Sciences*, 46, 1401-1405. doi:10.1016/j.sbspro.2012.05.310

Zare, P., &Riasati, M. J. (2012). The relationship between language learning anxiety, self-esteem, and academic level among Iranian EFL learners. *University Putra Malaysia Press*, 20(1), 219-225.