

BIBLIOGRAPHY

- Astuti, D.S. (2020). An analysis of students' self confidence in speaking skill. *JELTE: Journal of English language teaching and education*. Vol.1 No.1 2020
- Anjaniputra, A. G. (2013). Teacher's strategies in teaching speaking to students at secondary level. *Journal of English and Education*, 1(2), 1-8.
- Bahdi, M. (2014). The Impact of Extracurricular Activities on Students' Academic Oral Proficiency The Case of Third Year Undergraduate LMD Students of English at Ouargla University, Thesis, Ouargla University, Applied Linguistics and English for Specific Purposes.
- Christiansen, T. (2011). Fluency and pronunciation in the assessment of grammaticalaccuracy in spoken production. *Journal of Lingue Linguaggi*, 7(20), 2239- 0367.
- Cheng, C (2009) *Language Anxiety and English Speaking Profeciency*. Ming Chuan University.
- Ellis, Rod. (1994). *The study of Second Language Acquisition*. Oxford University Press.
- Etikan, I. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1.
- Horwitz, E. K. and Dolly, J. Young. (2011). *Language Anxiety: from Theory and Research to Classroom Implications*. New Jersey: Prentice-Hall Inc., 1991.
- Jacquel, B. (2014). *Data Collection Strategies II: Qualitative Research*, Wasington Boston University.
- Jeffry S. Psikologi Abnormal Jakarta: PT Gelora Aksara Pratama, 2007.
- Khadidja, K. (2010). The effect of classroom interaction on developing the learner's speaking skill. Master Degree in Language Sciences (TEFL) Mentouri University-Constantine Faculty of Letters and Languages Department of Foreign Languages.
- Lambert, V. a., & Lambert, C. E. (2013). Qualitative Descriptive Research: An Acceptable Design. *Pacific Rim International Journal of Nursing Research*, 16(4), 255–256. Retrieved from.
- Larson, L., Dixon, & Townsend, D. (2013). How can teachers increase classroom use of academic vocabulary. *Journal of Voices from the Middle*, 20(4) 16-21.
- Majid, U. (2018). Research Fundamentals: Study Design, Population, and Sample Size. *Undergraduate Research in Natural and Clinical Science and*

Technology (URNCST) Journal, 2(1), 1–7.
<https://doi.org/10.26685/urncst.16>

Nation, I.S.P., & Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking*, United Kingdom, Simultaneously published.

Oyebanji, B. (2017), *Educational Researching Perspectives*. Communication and Printing Ventures. New York : Routledge.

Rezaei, M., & Jafari, M. (2014). Investigating the Levels, Types, and Causes of Writing Anxiety among Iranian EFL Students: A Mixed Method Design. *Procedia-SocialandBehavioralSciences*, 98, 1545–1554. <https://doi.org/10.1016/j.sbspro.2014.03.577>

Richards, J.C., & Renandya, W.A. (2002). *Methodology in Language Teaching An Anthology of Current Practice*. New York, NY: Cambridge University Press.

Shih, R. C. (2010). Blended learning using video-based blogs: Public speaking for English as a second language students. *Australasian Journal of Educational Technology*. <https://doi.org/10.14742/ajet.1048>.

Sugiyono. (2018) *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

Sugiyono, P. D. (2015). *Metode Penelitian Pendekatan kuantitatif, kualitatif dan R&D*. Bandung: CV. Alfabeta.

Sugiyono. (2013) Metode Penelitian Pendidikan:(*Pendekatan Kuantitatif, Kualitatif Dan R & D*). Bandung: Alfabeta.

Sugiyono, P. D. (2015). *Metode Penelitian Pendekatan kuantitatif, kualitatif dan R&D*. Bandung: CV. Alfabeta.

Woodrow, L. (2006). Anxiety and speaking English as a second language. *RELC Journal*, 37(3), 308–328. <https://doi.org/10.1177/0033688206071315>