

**THE CONTRIBUTION OF LEARNING ANXIETY, TEACHER-STUDENT
RELATIONSHIPS, AND SELF-CONCEPT TOWARD THE SPEAKING
SKILLS OF THE TENTH GRADE STUDENTS IN SMA N 1 BANGLI**

THESIS

by

LUH MADE DWI WEDAYANTHI

NIM: 1029011050



LANGUAGE EDUCATION STUDY PROGRAM

POSTGRADUATE PROGRAM

GANESHA UNIVERSITY OF EDUCATION

AUGUST 2012

ABSTRACT

Wedayanthi, Luh Made Dwi (2012). **The Contributions of Learning Anxiety, Teacher-Student Relationships, and Self-Concepts toward the Speaking Skills of the Tenth Grade Students in SMA N 1 Bangli.** Thesis, Language Education Study Program, Postgraduate Program, Ganesha University of Education.

This thesis has been examined and corrected by:
Supervisor I: Dra. Luh Putu Artini, M.A. Ph.D
Supervisor II: Dr. Ni Made Ratminingsih, M.A.

Keywords: *contribution, learning anxiety, teacher-student relationship, student's self-concept, speaking skills.*

This study was a correlational research that aimed to know the contribution of learning anxiety, teacher-student relationships, and students' self-concept toward the tenth grade students' speaking skills. It was conducted in SMA N 1 Bangli. In this study there were 127 students used as the samples from 231 populations. All of them were the tenth grade students. Before the real data collection was done, the tryout of instrument was conducted. After the tabulation of the real data, the pre-requisite tests were done; normality, linearity, multicollinearity, autocorrelation, and heterocedasticity. Simple regression and multiple regressions were conducted after the pre-requisite tests were done. The simple regression was done to determine the predictor contribution to the criterion variable. After the data were calculated by using SPSS, there were four results from the research questions in this study. The first, there is a relationship between learning anxiety and speaking skills and it contributed 34.66% to speaking skills. It means, the higher learning anxiety owned by the students, the higher speaking skills done by the students. The second, there is a relationship between teacher-student relationships and speaking skills, the contribution is 10.59%. From the contribution, it could be concluded that the better level of teacher-student relationships led the student to have higher level of participation. The third, there is a relationship between students' self-concept and speaking skills, it contributed 5.26%. From all of the contribution from each predictor (X_{1,2,3}) to speaking skills (Y), students' self-concept got the lowest level then the other, it means that students' self-concept need to be increased by the students. Based on the determination above, it could be concluded that (1) there was contribution of students' learning anxiety toward speaking skills, (2) there was contribution of teacher-student relationships toward speaking skills, (3) there was contribution of students' self-concept toward speaking skills, and (4) there was a contribution between students' learning anxiety, teacher-student relationships, and students' self-concept toward speaking skills of the tenth grade senior high school in SMA N 1 Bangli in the academic year 2011/2012.

ABSTRAK

Wedayanthi, Luh Made Dwi (2012). **Kontribusi Kecemasan dalam Belajar Bahasa, Hubungan Guru dan Siswa, dan Konsep Diri Siswa terhadap Skill Berbicara Siswa Kelas Sepuluh di SMA N 1 Bangli.** Tesis Program Studi Pendidikan Bahasa Program Pascasarjana Universitas Pendidikan Ganesha.

Thesis ini telah dibaca dan diperbaiki oleh:

Pembimbing I: Dra. Luh Putu Artini, M.A. Ph.D

Pembimbing II: Dr. Ni Made Ratminingsih, M.A.

Kata Kunci: *kontribusi, kecemasan dalam belajar, hubungan s guru dan siswa, konsep diri siswa, skill berbicara*

Studi ini bertujuan untuk mengetahui kontribusi kecemasan belajar, hubungan guru dan siswa, dan konsep diri terhadap skill berbicara siswa kelas sepuluh. Studi ini dilaksanakan di SMA N 1 Bangli. Dalam studi terdapat 127 siswa sampel dari 231 populasi. Sebelum data dikumpulkan, uji pra-syarat dilaksanakan seperti normalitas, linearitas, multikolinear, autokorelasi, dan heterokedasticitas. Regresi sederhana dan regresi berganda dilaksanakan setelah uji prasyarat selesai. Regresi sederhana dilaksanakan untuk mencari hubungan prediktor dan kriteria variabel. Setelah data dihitung menggunakan SPSS, diperoleh hasil penelitian sebagai berikut; pertama, terdapat hubungan antara kecemasan dalam belajar dan skill berbicara, yang berkontribusi sebanyak 34.66. Hal ini berarti, semakin tinggi kecemasan dalam belajar yang dimiliki siswa, semakin tinggi skill berbicara. Kedua, ada hubungan antara guru dan siswa dengan skill berbicara siswa, yang berkontribusi 10.59%. Dari kontribusi tersebut, dapat disimpulkan bahwa semakin baik tingkat hubungan guru dan siswa semakin baik pula skill berbahasa Inggris siswa. Ketiga, ada hubungan antara konsep diri siswa dengan skill berbicara, yang berkontribusi 5.26%. Berdasarkan semua kontribusi dari setiap predictor ($X_{1,2,3}$) terhadap skill berbicara. Konsep diri siswa mempunyai hubungan yang paling rendah daripada yang lainnya. Hal ini berarti bahwa konsep diri siswa perlu ditingkatkan oleh guru dalam diri siswa itu sendiri. Berdasarkan semua temuan di atas dapat disimpulkan bahwa; (1) terdapat kontribusi antara kecemasan dalam belajar bahasa terhadap skill berbicara, (2) terdapat kontribusi antara hubungan guru dan siswa terhadap skill berbicara siswa, (3) terdapat kontribusi antara konsep diri siswa terhadap skill berbicara, dan (4) terdapat kontribusi antara kecemasan belajar siswa, hubungan guru dan siswa, dan konsep diri siswa terhadap skill berbicara pada kelas sepuluh di SMA N 1 Bangli pada tahun ajaran 2011/2012.

INTRODUCTION

In Competency Based Curriculum, the students should be able to master the four English skills, they are: speaking, reading, writing, and listening. One of the language skills which need to be learnt is speaking. Speaking is very important because by mastering this skill, people can carry out conversation with others, gives ideas, as well as exchanges the information. In speaking class, the learners should be encouraged to work as much as possible in their own or with other students directly. The standard competencies of speaking for the second semester of the tenth grade in senior high school are; to express the meaning in transactional and interpersonal conversations in the context of daily life, and to express the meaning in functional text and monologue in the form of simple descriptive, narrative, and procedure (BSNP, 2006). Speaking skill is chosen in this study as one of variable that is criterion variable, because speaking skill is expectedly to be mastered by the students through a process of learning in the classroom. Speaking skill is the most important skill because it indicates that someone knows a language. It is also stated by Ur (1996) that speaking seems institutively the most important skill; people who know about a language are referred to as speakers of that language. The aims of speaking are to develop the students' capacity for immediate and spontaneous assimilation and complete the speech unit.

There are many factors that can influence students' achievement especially in English speaking class. The factors come from the intern or the extern factor of the student (Larser, et al. ,1991). It defines the internal factor is the intern factor that comes from the students' self; the examples are motivation, anxiety, aptitude, age, self-concept, personality, and learning strategies. While the external factor is the factor that is affecting the students in learning process, the examples are social environment, teacher, and parents. One of the extern factors that became the major concern in this research is *teacher-students relationships* (T-SR). There are two intern factors that are addressed in this research; they are *learning anxiety* (LA) and *self-concept* (SC).

All of those intern and extern factors were designed as the predictor variables in this study. This study was conducted on the tenth grade students in SMA N 1 Bangli. This school is known as the most favorite senior high school in Bangli

regency. According to SMA N 1 Bangli website (2012), in recent time this school has become an RSBI (an International Standard Pilot Project School). As the top-rank school in the regency, the input was carefully selected. In selecting the input, the school has special entrance test (TPA test) to select good students. The tenth grade students were chosen in this study because of many reasons. First, the students in the tenth grade were the new comers in senior high school and they might feel anxiety because they were new in senior high school environment, with new friends, new teaching and learning process, new ways of learning, new school systems and new classroom atmosphere. Second reason, they came from different levels of junior high school and different levels of knowledge and social background. Then, because they were in transition process, they need time for adapting into new school atmosphere.

This research was aimed to investigate (1) Investigate the contribution of learning anxiety toward speaking skills of the tenth grade students in SMA N 1 Bangli.(2) Investigate the contribution of teacher-student relationships toward speaking skills of the tenth grade students in SMA N 1 Bangli. (3) Investigate the contribution of self-concept toward speaking skills of the tenth grade students in SMA N 1 Bangli. (4) Investigate the contribution of learning anxiety, teacher- student relationship, and self-concept toward speaking skills of the tenth grade students in SMA N 1 Bangli.

In this study, Learning anxiety is when a student experiences excessive and uncontrollable worry about future and past events, excessive concern about performing competently and significant self-consciousness (Cowden, 2009). Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with arousal of the autonomic nervous system (Spielberger, 1983). Horwitz and Cope (1986) conceptualize foreign language anxiety as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. According to Pedergast and Bahr (2006) and Waugh (2007), teacher student relationship is defined as the interrelationship among students and teacher that is characterized by the existence of mutually respectful, open communication, emotional and academic support, empathy, warmth, genuineness, mutual acceptance, understanding, closeness, trust, care, and cooperation. Self-concept is a multi-dimensional construct that refers to an individual’s perception of “self” in relation to any number of characteristics, such as

academics and non-academics, gender roles, sexuality, and racial identity (Bong and Clark, 1999).

In application, Skill in speaking is the ability to communicate orally using clear, coherent, and effective language appropriate to the purpose, occasion, and audience. Speaking skills in this study is the speaking skill of students to describe something orally about the topic given by the researcher. The examples of the topic given were family, idol, love, and motivator. Learning anxiety is the uncontrollable subjective feeling such as nervousness, apprehension, and worry about performing competently that can causes any behaviors related to classroom language learning that arises from teaching and learning process. Teacher-students relationship in this present study refers to the inter-relationship between teacher and students which is reflected in communication, interaction and also the emotional and academic support that occurs within the context of either classroom or outside of the classroom. Self-concept is student perception about “self” in relation to academic and non-academic, gender roles, and racial identity. How the students measure and evaluate themselves based on the characteristics that they have.

RESEARCH METHODOLOGY

The measurements were reviewed to identify any patterns of relationship that exist between the variables and to measure the strength of the relationship. This study was conducted by using an ex post facto research design with correlational analysis. . The populations in this study were all classes of the tenth grade students in SMA N 1 Bangli. The populations are 231 students. The sampling technique was used in this study was cluster random sampling; it was because the populations were differentiate into class. From those populations, the samples for this study are 127 students/ 4 classes.

The instruments for this study were used three questionnaires for each variable. The questionnaire for students’ learning anxiety is based on FLCAS (Foreign Language Classroom Anxiety Scale) it was developed by Horwitz and Cope (1986), the items were 30 items. Then, the questionnaire of teacher-student relationships were developed based on the Pedergast and Bahr (2006), and it was added by Waugh (2007), the items were 35 items. The last instrument was about students’ self-concept, the items were 75 items (after validity and reliability), is based

on the Piers and Harris (2002). All of those questionnaires were consulted to two expert judges, who have expert in assessment and discourse. After that, the questionnaires were tried out in SMA N 1 Bangli.

RESEARCH FINDINGS

Before find out the contribution or hypothesis testing, the researcher tabulated the data, and then calculated the five pre-requisite tests for this study. The first was normality, it is to know whether the data were normally distributed or not. Second was linearity, it is used to know the relationship between the predictor variables and the criterion variable. The third was multicollinearity. The analysis of multicollinearity was conducted between three predictor variables, they were: students' learning anxiety (X1), teacher-student relationships (X2), students' self-concept (X3). The fourth is autocorrelation, it test was conducted to know whether there is a deviation of autocorrelation. The last is heterocedasticity. Heterocedasticity is the way to know whether there is a deviation of heterocedasticity or not, which is there is a differentiation between variance of data and the residue of it. In this study, all of those pre-requisite tests were fulfilled well. Then the next step is hypothesis testing.

The results were (1) There was a significant contribution of students' learning anxiety toward speaking skills of the tenth grade students in SMA N 1 Bangli in the academic year 2011/2012 through regression equation $\hat{Y} = 54.73 + 1.125X_1$ with the contribution 42.7 %. The contribution of students' learning anxiety toward speaking skills could be categorized as high and strong contribution. It indicated that the students, who have a higher learning anxiety in speaking English, learn more than everybody who has low anxiety in speaking English. Students' learning anxiety contributed positively toward speaking skills of the tenth grade students because the correlation value was 0.427. It means that the higher learning anxiety owned by the students, the higher speaking skills done by the students and vice versa. (2) There was a significant contribution of teacher-student relationships toward speaking skills of the tenth grade students in senior high school SMAN 1 Bangli in the academic year 2011/2012 through regression line equation $\hat{Y} = 102.779 + 0.441X_2$ in which the contribution was 24.7 %. Teacher-student relationships variable contributed positively toward speaking skills because its correlation value was 0.247. It means

that the higher level of teacher-student relationships led the student to have the higher level of participation and vice versa. (3) There was a significant contribution of the students' self-concept toward speaking skills of the tenth grade students in SMAN 1 Bangli in the academic year 2011/ 2012 through the regression line equation $\check{Y}= 60.798+ 0.401X_3$ in which the contribution was 10.9%. It means that the higher level of students' self-concept led the students to have higher level of speaking skills, and vice versa. (4) There was a significant contribution of students' learning anxiety, teacher-student relationships, students' self-concept toward speaking skills of the tenth grade students in SMAN 1 Bangli in the academic year 2011/ 2012, through the regression line equation was $\check{Y}= -958.19 + 0.91X_1+0.19X_2+ 0.19X_3$ in which the contribution was 50.52 %. It means that the students' learning anxiety, teacher-student relationships, and students' self-concept simultaneously contributed to student speaking skills of the tenth grade senior high school in SMAN 1 Bangli in the academic year 2011/ 2012. Based on the findings, it could be concluded that both partially and simultaneously, there was a significant contribution of students' learning anxiety, teacher-student relationships, and students' self-concept toward speaking skills of the tenth grade students in senior high school SMAN 1 Bangli. So that, those three predictor variable could be used as predictor to determine the level of speaking skills for senior high school in SMAN 1 Bangli.

DISCUSSION

This research was conducted in SMA N 1 Bangli on the academic year 2011/2012. The samples in this study were the tenth grade students for about 127 students took a role as samples. The research focused on the students' language learning anxiety (X1), teacher-student relationships (X2), students' self-concept (X3), and speaking skills (Y) of the tenth grade students. The tenth grade students were chosen because they were the new comer in senior high school life. They need much adaptation of new friends, teacher, environment, and the new curriculum for lesson. Speaking skill as the criterion variable in this research could help the researcher to see the students' language learning anxiety, teacher-student relationships, and students' self-concept that mostly occurs in speaking class.

The first predictor variable was students' language learning anxiety (X1). Language Learning Anxiety is the subjective feeling of tension, apprehension,

nervousness, and worry associated with an arousal of the autonomic nervous system (Spielberger, 1983). It means that anxiety is close to the nervous, apprehension, and worriedness of the students in face the speaking skill test in this research. From the calculation of the data tabulation about language learning anxiety by using *SPSS 16.0 for Windows*, the students' language learning (X1) was at significant correlation with speaking skills at 0.000 which is lower than 0.05. From the determination coefficients could be seen that the correlation value was strong and had positive correlation. The first hypothesis was accepted, means that there was a contribution of students' language learning anxiety toward student speaking skills. The effective contribution was 34.66%, it was higher than the others.

From the first hypothesis, about the contribution of student language learning toward speaking skills, the researcher found two facts, they were: (1) the correlation was strong and had positive correlation, (2) the effective contribution value was the highest from the others. The second and third facts were interesting to further discussion. The positive correlation of students' language learning was different with the previous research that has been conducted by Sugiartawan (2010), in his research was found that the student learning anxiety toward the speaking participant was negatively contributed and low correlated. The facts in this research, the strong correlation and positively correlated. It means that, the anxiety is not only give negative influence to the students' speaking skills. The students has high anxiety to face the speaking English class, might be because it is like that, the students try harder to get the good score and present best performance of themselves. It supported by Laskowski (1996), he said that anxiety generally is a part of important alarm system. Viewed from this research means that the students has an alarm system to detect their anxiety, so the anxiety could be well managed by the student and impact to good score and good speaking performance was gotten by the students. In addition, the positive anxiety is a result of being in a situation of real danger Gonzales (2010). It is good because it helps the students moving away from danger.

Move to the second hypothesis, about the teacher-student relationships. It has a positive correlation toward speaking skills. So, it could be explained that the closeness relationship of the teacher and students contributed to speaking skills. Moreover, Vernon and Louise (1981) argues that the more a teacher connects or communicates with his or her students, the more likely they will be able to help the students learn at

high level and accomplish quickly. It means that the teacher share the knowledge to their students as well as the students can asks their teacher about the problem that they have faced in learning or in speaking English class.

From the effective contribution among variables, the students' learning anxiety was the highest and students' self-concept was the lowest, and teacher-student relationships was in the middle level of learning anxiety and students' self-concept. The students' language learning anxiety was higher, it might be caused by the area of their life living. Bangli is not a main tourism destination as in Kuta area (the area of Sugiartwan research before on 2010). Only some area in Bangli is as a tourism destination such as Penglipuran Traditional Village, Penelokan, and Trunyan village. Because of that fact, the students might not have any experience to talk with foreigners or the English native speaker, and the interaction by using English only in English class in school. It made them feel nervous and anxious in speaking English or have performance in front of their friends and teacher. This condition supported by Artini (2006), that the students in rural or urban school area had different belief and perception about learning English as a foreign language. The rural school students generally perceive English as difficult subject to learn while their counterparts in rural school did not generally consider difficult to learn about a language. So, it could be concluded that positive anxiety was not a bad thing that made the students got a bad mark in their speaking class as long as the students were humble and survive in learning to be and to do the best for their target or learning. Because this issue was beyond of this research scope, a further research about the positive and strong contribution to good speaking skills is interesting to be done in the future by the other researchers. It was influenced by the positive effect of learning anxiety. The students had been success handled their learning anxiety to become a motivation for them in learning. It is supported by Laskowski (1996), learning anxiety is the alarm system of human. It means that anxiety makes the students aware and more carefully in doing something since they want to avoid mistakes.

The second interesting point on this study was the contribution of teacher-student relationship was lower than learning anxiety. In distributing the questionnaires of the three instruments, the students often asked the research whether their teacher would read their questionnaire or not. It was an interesting thing because at the end some of the students gave negative score to the items which was about their

relationship with their teacher. The class samples in this study were the tenth grade of A, B, D, and F classes. The A class was the RSBI class, or international class, while B class was little bit lower than A class ability, and D and F were the regular class. The students in D and F were categorized as lower achievement student class in comparison to class B and A. In A class the most of students said that they respected their teacher and has close relationships to the teacher. While in B class, the students were afraid to say about the negative things about their English teacher but some of them gave negative response to about their relationship to the teacher. Then in D class, only some students that gave good response about their relationship to their teacher and some of them gave positive respond to the negative items. The teacher of A, B, and B classes were the same, a man. A different case happened in F class, it was the lower achievement class that categorized by the school and the teacher in this class is a woman. However, the students wanted to talk positively about their English teacher. Most of them gave good response about their relationship of the teacher, and they showed the closeness between them and their teacher. It might be caused by the situation between man and woman English teachers' ways in teaching English. It was delivered many positive and negative responses for them by their students. However, that issue was not the scope of this research study, so a further research should be done in the future to know more about that issues.

The other fact was the lowest contribution came from students' self-concept. The negative effect of self-concept caused the students thought themselves mostly as the minority of the teacher. According to Piers and Harris (2002), the dimensions about measure students' self-concept, they are; behavioral adjustment, intellectual and school status, physical appearance and attributes, freedom from anxiety, popularity, and happiness and satisfaction. From all of those dimensions, the mostly negative answers mostly came from the freedom from anxiety and happiness and satisfaction. When the researcher read the questionnaire result, must of the students gave negative responds on their happiness and satisfaction. Reviewed from Larser et al. (1991), it stated that the factors that affect the students in success learning come from the intern and the extern of the students. From them self, the students were not happy and satisfy about themselves. It could be seen from their answers in the questionnaire and the score that they got from self-concept measurement. In short, it means that the students saw themselves from negative view, they has low self-confidence to believe that they

are able to do everything. The negative self-concept happened because they were influenced by negative evaluation from other, negative reinforcement from teacher, and negative feedback from their teacher or their environment (Marsh & Shavelson, 1985).

From those explanation and description about the contribution of students' language learning anxiety, teacher-student relationships, and students' self-concept toward student speaking skills, it could be concluded that from the total effective contribution was in 50.52%. It was not in 100%, and then the 49.48% might be caused from the other variables that were not discussed in this study. It still need a further research to know and discussed about the other factors that influence good speaking skill score.

Based on the results of the research, students' learning anxiety take an important role in students' speaking skills score because the contribution was the highest from the others two. It means that the positive learning anxiety was occur in the tenth grade students (respondents), because they could manage the anxiety as well to improve their performance. Then, the teacher-student relationships build an effective and conclusive atmosphere in the classroom where the students could feel convenient to participate in speaking activity. Then, self-concept help the student to manage their concept of self to manage their self in learn foreign language in this case English especially speaking skills.

The level of student learning anxiety of the tenth grade student in SMAN 1 Bangli could be categorized as high level of learning anxiety. Empirically, the research showed that students' learning anxiety gave high contribution toward the speaking skills in about 42.7%. In addition, high anxiety owned by the students could support the students' speaking skills. In lined with this result, the school components, especially the English should manage the learning anxiety that occurs in student side. The teacher needs to keep their way of teaching by creating challenging atmosphere. Students' learning anxiety could be support their success in English speaking class. By having high learning anxiety, the teaching learning process is more alive for both students and teachers. In order to keep the students have anxiety high, the teacher needs to create innovative ways in teaching such as through games, free discussion,

using more media of learning, conducting outing activities, etc that could make the student feel challenges.

Empirically, the result of the research showed that there was a significant contribution of the teacher-student relationship toward the student speaking skills in about 10.59%. Based on the result of the study, it could be said that the teacher-student relationship affected the student speaking skills. Due to the fact above, a good and a conducive relationship among teacher and students should be created both in the classroom and outside of the classroom. A close relationship between students and the teacher make the students feel comfortable during the teaching learning process in the classroom that finally can improve the student motivation and willingness to learn. Moreover, a good teacher-student relationship is useful in English speaking class. The student will never feel afraid to participate in classroom activities. They will feel comfortable to talk with their teacher about their problems in speaking such as about vocabulary, pronunciation, grammar, and etc. in this case, the teacher is no positioned as a teacher only, but as a partner for the students during the teaching learning process.

Empirically, the result of the research showed that there was a significant contribution of students' self-concept toward speaking skills in about 5.26 % in effective contribution value. Based on the result of the study, it could be said that students' self-concept affected the student speaking skills. Positive overall self-concepts have been linked to various markers of positive development, including positive peer relationship and overall happiness. A good self-concept that owned by the students will help them to learn foreign language skills in this case English as foreign language. The teacher should pay attention on this, and create a good situation in classroom and also help the students to develop their self-concept in learning English. The teacher sometimes need to have a small talk with the students personally, because it will help the student to learn through someone else experiences, beside that they can learn something from their society, nature, and their environment.

CONCLUSION

After all of the process in this research, it could be concluded that learning anxiety has relationship to speaking skills. The contribution was positively to speaking skills. The second hypothesis was about teacher-student relationship and

speaking skills. The result is teacher-student relationship has relationship and positively contributed to speaking skills. The third was about students' self-concept. The results for self-concept to speaking skills, it has relationship and positively contribute to speaking skills. The last hypothesis was the simultaneously the three predictor variables to speaking skills. Based on the findings, it could be concluded that both partially and simultaneously, there was a significant contribution of students' learning anxiety, teacher-student relationships, and students' self-concept toward speaking skills of the tenth grade students in senior high school SMAN 1 Bangli. So that, those three predictor variable could be used as predictor to determine the level of speaking skills for senior high school in SMAN 1 Bangli.

REFERENCES

- Artini, Luh Putu.2006. *Learning English in Bali: Investigating Beliefs and Language Learning Strategies*. Unpublished Dissertation: Newcastle University: NSW Australia.
- BNSP.2006. *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan*. Jakarta: BNSP
- Ellis, R. (1994). *The Study of Second Language Acquisition*. London: Oxford University Press.
- Gonzales, Maria. 2011. *Positive and Negative Anxiety*. Available at: http://EzinesArticles.com/expert=Maria_Gonzales. Retrieved on 16th February 2012.
- Horwitz, E. K. 1986. *Preliminary evidence for the reliability and validity of a foreign language anxiety scale*. *TESOL Quarterly*, 20 (3), 559-562.
- Horwitz, E. K., Horwitz, M. B., & Cope, Jo Ann. 1986. *Foreign language classroom anxiety*. *The Modern Language Journal*, 70 (2), 125-132.
- Laskowski, Lenny. 1996. *Anxiety in Speaking*. Available at: <http://www.ljlseminars.com>. Retrieve on: 3rd December 2011
- Larsen, Freeman, D &M. Long.1991. *An Introduction to Second Language Acquisition Research*. London: Longman

- Packel, Lora.2007. *Assumptions and Perspectives on Class Participation (A journal)*. CA State University of Northridge.
- Pedergast, D & Bahr N.2006. *Teaching Middle Years Rethinking Curriculum, Pedagogy and Assessment*. Crow Nest, N.S.W: Allen and Unwin
- Pennington, M. C. (1989). *Applications of Computers in the Development of Speaking/Listening Proficiency*. In M. C. Pennington (Ed.), *Teaching languages with computers: The state of the art* (pp. 99–121). La Jolla, CA: Athelstan
- Pianta, R. C. (1999). *Enhancing Relationships between Children and Teachers*. Washington, DC: American Psychological Association.
- Pieratt, Jennifer Ray. 2011. *Teacher-Students Relationship in Project Based Learning: A Case Study of High Teacher Middle North County*. CGU Theses & Dissertations. Available at:http://scholarship.clasemoth.edu/cgu_etd/13. Retrieved on 16th February 2012.
- Piers, E.V, and D.B. Harris.2002. *Age and Other Correlates of Self- Concept in Children*. J. Educational Psychology.
- Piers, E. V. (1984). *Piers-Harris Children's Self-Concept Scale: Revised Manual*. Los Angeles: Western Psychological Services
- Sugiartawan, I Nyoman.2010.*Contribution of Student Learning Anxiety and Students-Teacher Relationship toward Senior High School Student Participation in English Speaking Class in Kuta Area*. Unpublished Thesis: Undiksha.
- Sze, S. 2006. *The Special Needs Toolbox: 300 Inclusive Strategies for Teachers*. Epic Press: Belleville, Ontario
- Ur, P. .1996.*A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
- Waugh, R.2007.*Students' View of Teacher-Students Relationship in the Primary School*. A Paper Presented at the 37th Annual International Education Research Conference in Western Australia.