

UNIVERSITY STUDENTS' SPEAKING ANXIETY IN A PAPUAN EFL CLASSROOM: A QUALITATIVE CASE STUDY

Ince Rezky Naing^{1*}, Windy Puspitasari Suparto², Precilia Rafra³

^{1,3}Universitas Cenderawasih, Jayapura, Indonesia

²Universitas Negeri Makassar, Makassar, Indonesia

incerezkyn@gmail.com

ABSTRACT

Speaking anxiety remains one of the most persistent affective barriers that hinders students' oral performance in English as a Foreign Language (EFL) classrooms, particularly in contexts with limited exposure to English communication. This study aims to explore how university students experience speaking anxiety, identify classroom situations that trigger anxiety, examine its influence on participation and oral performance, and investigate students' coping strategies in a Papuan EFL classroom. A qualitative case study design was employed involving 20 second-semester English Education students at a public university in Papua. Data were collected through classroom observations, semi-structured interviews, and written reflections over eight weeks, and were analyzed thematically. The findings reveal that students experience anxiety through nervousness, fear of negative evaluation, and low self-confidence, which often lead to silence, hesitation, and avoidance of speaking tasks. Anxiety was particularly triggered by public speaking, spontaneous questioning, and peer judgment. These conditions reduced students' fluency and participation. However, students adopted coping strategies such as preparation, peer collaboration, and repeated practice to manage their anxiety. The study highlights the importance of supportive classroom climates and low-pressure communicative activities to foster students' confidence and oral engagement in EFL learning.

Keywords: Classroom Participation, EFL Learners, Qualitative Case Study, Speaking Anxiety, University Students

INTRODUCTION

Speaking has long been regarded as one of the most challenging skills for learners of English as a Foreign Language (EFL). Unlike receptive skills such as reading or listening, speaking requires learners to produce language in real time, manage linguistic accuracy, and negotiate meaning with interlocutors. Research has shown that affective factors, particularly anxiety, play a significant role in learners' willingness to communicate and performance in oral skill development. Foreign language speaking anxiety, a specific type of *Foreign Language Classroom Anxiety (FLCA)*, is a practical and theoretical concern in language education because it can inhibit learners' participation, risk-taking, and overall communicative competence (Felicity, 2018; Horwitz et al., 1986).

Scholars have long recognized the impact of anxiety on L2 performance. Horwitz, Horwitz, and Cope's foundational study conceptualized *Foreign Language Classroom Anxiety* as a distinct form of anxiety involving communication apprehension, fear of negative evaluation, and test anxiety factors that consistently affect learners' classroom experiences. Recent theoretical developments further conceptualize speaking anxiety within broader affective and socio-cognitive frameworks. Building upon Elaine K. Horwitz's foundational Foreign Language Classroom Anxiety (FLCA) model (Horwitz et al., 1986), scholars have emphasized that anxiety is not merely an emotional reaction but a complex construct involving cognitive interference, self-perception, and situational pressures. Communication apprehension theory, proposed by James C. McCroskey, highlights learners' fear of real-time oral interaction, while fear of negative evaluation explains learners' concerns about peer judgment and teacher assessment (McCroskey, 1977). These theoretical lenses suggest that speaking anxiety emerges from the interaction between individual psychological factors and classroom social dynamics rather than solely from linguistic deficiency.

Subsequent research substantiates that anxiety can negatively influence oral performance, reduce participation rates, and impair learners' ability to express ideas in the target language. For example, studies indicate that fear of making mistakes, lack of confidence, and worry about negative judgment are common sources of speaking anxiety in EFL classrooms (Chi, 2024). Recent investigations extend these findings in diverse contexts. A qualitative study exploring speaking anxiety among EFL learners revealed that nervousness, shyness, and emotional stress substantially affect students' willingness to speak (Khafidhoh et al., 2023). Likewise, local Indonesian research on speaking anxiety highlights barriers such as limited vocabulary, fear of errors, and negative self-perception as significant impediments to oral participation (Nuralika et al., 2023). Case studies using the *Foreign Language Classroom Anxiety Scale (FLCAS)* have demonstrated that communication apprehension and fear of negative evaluation are widespread across educational contexts (Yuliawati, 2020).

Over the last decade, empirical research has increasingly examined speaking anxiety across diverse educational settings using both quantitative and qualitative approaches (Bhattachaiyakorn & Phettakua, 2023; Chahrazad & Kamel, 2022; M.-R. A.). Chen & Hwang, 2022; Y. Chen, 2024; Elahemer & Said, 2022; Gallego et al., 2022; T. Gregersen, 2020, 2023; T. S. Gregersen, 2003; Li et al., 2025; Miskam & Saidalvi, 2019; Mohtasham & Farnia, 2017; Peng & Wang, 2024; Rongxi & Yuxi, 2024; Tsang, 2025; Wu et al., 2025). Despite the growing body of international literature, two notable gaps remain. First, many studies rely heavily on standardized instruments such as the FLCAS, which primarily measure anxiety levels but provide limited insight into learners' lived experiences and classroom interactional processes. Second, research remains concentrated in urban or mainstream educational contexts, with comparatively little attention given to geographically marginalized or culturally distinct regions. Contexts such as Papua, where learners may have limited exposure to English and different sociolinguistic backgrounds, may shape anxiety experiences in unique ways. The sociolinguistic and educational profiles of learners in these areas may present unique emotional and social factors that influence how speaking anxiety is experienced and negotiated during classroom activities (Kulsum & Ridwan, 2025; Meliyani

et al., 2022). Consequently, localized qualitative studies are necessary to capture how speaking anxiety is constructed, negotiated, and managed within specific classroom ecologies.

The literature also suggests that classroom practices, teacher behavior, and peer interaction can either exacerbate or alleviate anxiety. For example, learner-centered tasks, supportive feedback, and collaborative activities can create low-anxiety environments that promote risk-taking and oral participation (Wirentake, 2025; Zulfikar, 2022). However, few studies have adopted a *case study* design to deeply explore *how* and *why* speaking anxiety emerges and persists within real classroom interactions, particularly in the Papuan EFL context.

This gap underscores the need for contextualized qualitative inquiry to understand learners' emotional experiences and classroom behaviors in deeper detail. To address this, the present study explores university students' speaking anxiety in a Papuan EFL classroom using a qualitative case study approach. Specifically, the study investigates (1) how students experience speaking anxiety in the EFL classroom; (2) what classroom situations trigger their anxiety; (3) how anxiety influences participation and oral performance; and (4) what coping strategies students employ. The novelty of this research lies in its *contextual focus* on Papuan EFL learners and its *in-depth exploration* of speaking anxiety as a lived, classroom-embedded phenomenon, thus providing insights that extend beyond general survey findings.

METHODS

This study employed a qualitative case study design to explore university students' speaking anxiety within a real classroom context. A case study approach was considered appropriate because the purpose of the research was not to measure anxiety statistically but to gain an in-depth understanding of students' lived experiences, emotional responses, and classroom behaviors during speaking activities. By focusing on a bounded system, one intact EFL classroom, the design allowed the researcher to capture rich, contextualized data regarding how speaking anxiety emerged, how it was expressed, and how students attempted to cope with it in their everyday learning environment.

The study was conducted at a public university in Papua, Indonesia, in a second-semester speaking course. The participants consisted of one intact class of 20 undergraduate students enrolled in an English Education program. The class was selected purposively because students frequently demonstrated reluctance to participate in oral activities, such as hesitating to volunteer answers, avoiding presentations, or remaining silent during discussions. These observable behaviors indicated the presence of speaking anxiety, making the class suitable for an in-depth case investigation. The lecturer of the course also acted as the researcher, which enabled prolonged engagement and close observation of students' classroom interactions. Before data collection, students were informed about the study's purpose, and their consent was obtained to ensure ethical participation and confidentiality.

Data were collected over eight weeks during regular classroom meetings to capture authentic learning situations. Multiple data collection techniques were used to ensure triangulation and enhance credibility. First, non-participant classroom observations were conducted to record students' behaviors during speaking tasks, including group discussions,

role plays, presentations, and spontaneous responses. Field notes focused on indicators of anxiety such as avoidance of eye contact, long pauses, minimal verbal output, nervous gestures, or refusal to speak. Second, semi-structured interviews were administered to 10 volunteer students representing different participation levels (high, moderate, and low). The interviews aimed to explore students' feelings, perceived sources of anxiety, and coping strategies. Each interview lasted approximately 15–20 minutes and was conducted in Indonesian to allow students to express themselves comfortably. Third, short written reflections were collected at the end of selected lessons, in which students described their speaking experiences and challenges. These reflections provided additional insight into students' emotional states that might not be visible during observations.

The research instruments consisted of an observation checklist, an interview guide, and reflection prompts developed based on the literature on foreign language anxiety. The observation checklist included behavioral indicators commonly associated with anxiety, while the interview questions focused on students' perceptions of classroom situations that triggered nervousness, fear, or lack of confidence. All instruments were reviewed for clarity and relevance before implementation. Interviews were audio-recorded with permission and later transcribed verbatim for analysis. Field notes and written reflections were compiled as textual data.

Data analysis followed a thematic analysis procedure. All qualitative data from observations, interview transcripts, and reflections were first organized and read repeatedly to gain familiarity. The researcher then conducted open coding to identify meaningful units related to anxiety experiences, triggers, effects, and coping strategies. Similar codes were grouped into broader categories and subsequently developed into themes. To ensure trustworthiness, data from different sources were compared through triangulation, and representative excerpts were selected to support each theme. Member checking was also conducted by sharing summaries of findings with several participants to confirm the accuracy of interpretations.

To ensure trustworthiness, several strategies were implemented following qualitative research standards of credibility, dependability, and confirmability. First, methodological triangulation was achieved by comparing data across classroom observations, interviews, and written reflections, enabling cross-verification of emerging patterns. Second, member checking was conducted by sharing summaries of preliminary interpretations with selected participants to confirm whether the findings accurately reflected their experiences. Third, prolonged engagement in the classroom over eight weeks allowed the researcher to develop a deep contextual understanding and reduce misinterpretation. Finally, detailed documentation of data collection and analysis procedures was maintained to create an audit trail that enhances transparency and replicability.

Overall, this methodological procedure provided detailed, contextual, and replicable steps for examining speaking anxiety in a natural classroom setting. The combination of prolonged observation, interviews, and written reflections enabled the study to capture both observable behaviors and students' internal experiences, thereby offering a comprehensive understanding of speaking anxiety within the Papuan EFL classroom.

RESULTS

This section reports the findings generated from classroom observations, semi-structured interviews, and students' written reflections. Data were analyzed thematically, resulting in four interrelated themes that correspond directly to the research questions: (1) students' lived experiences and manifestations of speaking anxiety, (2) classroom situations that triggered anxiety, (3) the effects of anxiety on participation and oral performance, and (4) students' coping strategies. Together, these findings provide a comprehensive and contextualized picture of how speaking anxiety shaped students' behaviors and learning experiences in the Papuan EFL classroom.

Manifestations of Speaking Anxiety in the Classroom

The first research question sought to understand how students experienced speaking anxiety during classroom activities. Across eight weeks of observation, anxiety was found to manifest both behaviorally and emotionally. Many students demonstrated visible hesitation when asked to speak in English, particularly during spontaneous questioning or whole-class discussions.

Several recurring behaviors were documented. Students frequently avoided eye contact with the lecturer, lowered their heads, or pretended to read their notes when volunteers were requested. Long pauses, whispered responses, and very short utterances such as "yes," "no," or "I don't know" were common. Some students smiled nervously or laughed before answering, suggesting discomfort rather than amusement. In more stressful situations, such as presentations, physical signs such as trembling hands, fidgeting, and rigid posture were observed.

Field notes indicated that silence was often used as a protective strategy. In many lessons, only a small group of confident students dominated the interaction, while others remained quiet throughout the session. For example, during one discussion activity, only five out of twenty-six students actively contributed, whereas the rest spoke minimally or not at all. This pattern was consistent across several meetings.

Interview data further confirmed these observations. Students frequently described feelings of nervousness, fear, and self-doubt when speaking English. One participant explained:

"When the lecturer suddenly asks me to speak, I feel blank. I know the answer in my head, but I cannot say it."

Another student shared:

"I'm afraid my pronunciation is wrong. My friends might laugh at me, so sometimes I just stay silent."

These statements illustrate that anxiety was experienced internally as psychological pressure and externally through observable behaviors. Overall, speaking anxiety was not occasional but appeared to be a routine part of many students' classroom experiences.

Classroom Situations Triggering Anxiety

The second research question examined what classroom situations triggered students' anxiety. Analysis of interview transcripts and reflection notes revealed several common sources.

The most frequently mentioned trigger was fear of making mistakes, particularly in pronunciation and grammar. Students reported worrying that errors would expose their limited proficiency and lead to embarrassment. This fear often prevented them from attempting to speak even when they understood the content. One student stated:

"I always think too much about grammar. If I'm not sure it's correct, I prefer not to talk."

Another major trigger was public performance. Individual presentations, role plays in front of the class, and being called on unexpectedly were perceived as highly stressful. These situations placed students at the center of attention, increasing their self-consciousness. During presentations, some students read directly from their notes without looking at the audience, while others rushed through their speech to finish quickly.

Peer evaluation also emerged as a significant factor. Students reported feeling uncomfortable when classmates corrected or laughed at mistakes. Even minor reactions from peers could heighten anxiety. As one participant noted:

"Sometimes my friends laugh, maybe joking, but it makes me lose confidence."

In contrast, smaller and less formal interactions were described as less threatening. Pair and small-group activities were consistently perceived as safer spaces where students felt more relaxed and willing to speak. This suggests that the social configuration of classroom tasks strongly influenced students' emotional responses.

Effects of Anxiety on Participation and Oral Performance

The third research question explored how anxiety influenced students' participation and speaking performance. The data indicate that anxiety had both quantitative and qualitative effects.

In terms of participation frequency, anxious students tended to avoid volunteering or initiating interaction. Observation records showed that participation was unevenly distributed, with the same confident students responding repeatedly while others remained passive. When called upon, anxious students often gave minimal answers or asked to skip their turn.

In terms of performance quality, anxiety appeared to disrupt students' fluency and clarity. Nervous speakers frequently paused, repeated words, or switched to Indonesian when they could not find appropriate vocabulary. Some forgot sentences they had prepared beforehand. One student reflected:

"Before presenting, I practiced many times. But when I stood in front, my mind suddenly went blank."

Another shared:

"I speak better with my friends, but in front of the class, I cannot speak smoothly."

These findings suggest that anxiety limited not only how often students spoke but also how effectively they communicated. Reduced participation meant fewer opportunities for practice, which may further hinder language development. Consequently, anxiety created a cycle in which fear led to silence, and silence limited improvement.

Students' Coping Strategies

Despite experiencing anxiety, students demonstrated various strategies to manage their emotions and improve their performance. The fourth research question focused on identifying these coping mechanisms.

Preparation was the most common strategy. Many students reported rehearsing their speech at home, memorizing key vocabulary, or writing scripts before class. This preparation helped them feel more secure. One participant explained:

"If I prepare and practice first, I feel more confident to speak."

Peer collaboration was another important strategy. Students preferred working with close friends because they felt less judged. Small-group discussions allowed them to practice speaking in a low-pressure environment before sharing ideas with the whole class. This step-by-step approach gradually increased their confidence.

Some students also used personal regulation techniques, such as taking deep breaths, speaking slowly, or reminding themselves that making mistakes is part of learning. A few mentioned positive self-talk, telling themselves not to worry too much about others' opinions.

Classroom observation further indicated that supportive teacher practices contributed to reducing anxiety. When the lecturer encouraged, allowed preparation time, and responded positively rather than critically, more students attempted to speak. Over time, several previously silent students began participating more actively, suggesting a gradual improvement in confidence.

Overall Pattern of Findings

Taken together, the findings indicate that speaking anxiety functioned as a systemic and classroom-embedded phenomenon rather than an isolated individual problem. It shaped students' participation patterns by constraining their willingness to communicate, limiting both the frequency and quality of oral production, and creating an interactional imbalance in which only a few confident learners dominated classroom talk. Importantly, anxiety emerged from the interaction between emotional vulnerability, evaluative task demands, and the social dynamics of public performance, suggesting that it was socially and pedagogically constructed rather than purely linguistic in nature. At the same time, the effectiveness of preparation, peer collaboration, and supportive instructional practices demonstrates that anxiety is malleable and responsive to contextual intervention. These patterns illustrate a gradual developmental trajectory in which appropriate pedagogical design can help learners move from avoidance and silence toward greater confidence and communicative engagement.

DISCUSSION

This study aimed to explore university students' speaking anxiety in a Papuan EFL classroom along four specific questions: how students experience anxiety, what classroom situations trigger it, how it influences participation and oral performance, and what coping strategies students employ. The findings reveal that speaking anxiety in this context is a multidimensional phenomenon characterized by psychological, behavioral, and social factors, and these findings are meaningful when compared to existing research.

The manifestations of speaking anxiety observed in this study, such as avoidance, silence, hesitation, nervous laughter, and minimal participation, are consistent with findings from previous qualitative research in EFL contexts. For example, a qualitative exploration of speaking anxiety among EFL students in Indonesia showed similar behavioral indicators, including trembling, shyness, and avoidance of speaking opportunities, which were associated with learners' nervousness during speaking tasks (Khafidhoh et al., 2023). These manifestations also align with what Horwitz, Horwitz, and Cope conceptualize as *communication apprehension* and *fear of negative evaluation*, core components of Foreign Language Classroom Anxiety (FLCA) that limit learners' oral participation (Horwitz et al., 1986)

Comparisons with other local Indonesian studies reveal that fear of making mistakes and concern about peers' evaluation are frequent triggers of speaking anxiety. In a case study of EFL learners at UIN Sumatera Utara, fear of speaking English was linked to both internal and external factors, including limited self-confidence and apprehension about judgment during interaction (Aini & Lubis, 2023). This corroborates the present study's finding that fear of errors and peer judgment were significant triggers among Papuan students, especially in whole-class public speaking tasks.

Moreover, similar patterns have been reported in other Indonesian EFL environments. Research at SMA 4 Banda Aceh, for instance, indicated that anxiety among high-school EFL learners was influenced by both teacher-related and student-internal factors (Zulfikar, 2022). Quantitative studies have also shown that large proportions of EFL learners experience moderate to high levels of speaking anxiety, influenced by communication apprehension and fear of negative evaluation (Indriyani et al., 2025). These studies reinforce the universality of certain anxiety triggers across diverse Indonesian EFL contexts while highlighting the importance of classroom dynamics.

Regarding the effects of anxiety on participation and performance, the current study's findings support the notion that anxiety inhibits both the frequency and quality of student talk. Anxious students tended to speak less often and produced shorter, less fluent utterances when they did participate. This aligns with past research showing that anxiety can constrain learners' willingness to communicate, reduce oral output, and impede fluency. For example, a mixed-method analysis of Indonesian EFL students demonstrated that anxious learners often refuse to participate or hesitate in expressing ideas, which negatively

affects their speaking performance (Taqwa et al., 2022). The case of Papuan learners confirms these dynamics in a geographically distinct context, showing that the emotional barriers to speaking are not confined to large metropolitan educational settings but also appear in underrepresented regions such as Papua.

Another important dimension of the findings relates to students' coping strategies. The present study revealed that learners adopted various self-regulation techniques such as preparation, rehearsal, and peer collaboration to manage their anxiety. These strategies are consistent with qualitative insights from other research, which found that EFL students used confidence-building, preparation, and mutual peer support to alleviate speaking anxiety. Additionally, pedagogical literature emphasizes the role of supportive teacher feedback and student-centered classroom activities in reducing anxiety. For example, studies investigating effective strategies for managing speaking anxiety identify communicative, interactive tasks and a low-pressure classroom environment as crucial factors (Manik, 2024). These findings suggest that beyond individual emotional management, pedagogical choices play a significant role in helping students transition from silence to more confident speech.

While the general patterns observed in this study reflect broad themes in EFL speaking anxiety literature, the contextual elements observed in the Papuan classroom contribute novel insights. Papuan students reported limited exposure to English outside formal instruction and perceived a gap between their linguistic competence and performance expectations. Such sociolinguistic factors have received comparatively less attention in broader anxiety research, which has tended to focus on classroom triggers without deeply considering regional and cultural influences. This contextual nuance underscores the importance of localized, qualitative investigations that provide rich descriptive accounts of learners' emotional experiences in specific educational environments.

Taken together, the present findings verify and extend previous research on EFL speaking anxiety by presenting a detailed, context-embedded account of how students' emotional states, interaction patterns, and classroom practices intersect. The study confirms that anxiety operates not only at a psychological level but also socially and pedagogically. It also offers an empirical basis for understanding how classroom practices can either magnify anxiety or support confidence-building among learners, knowledge that is particularly valuable for EFL teachers working in psychologically sensitive and culturally diverse environments such as Papua.

CONCLUSION

This study set out to explore university students' speaking anxiety in a Papuan EFL classroom through a qualitative case study approach, focusing on how anxiety is experienced, what situations trigger it, how it affects participation and oral performance, and how students cope with it. The findings demonstrate that speaking anxiety is not merely an individual psychological issue but a multidimensional phenomenon shaped by emotional, pedagogical, and contextual factors.

The study reveals that students experience anxiety through both internal symptoms, such as nervousness, lack of confidence, and fear of making mistakes, and observable behaviors, including avoidance, silence, hesitation, and reduced participation. Several classroom situations were found to trigger anxiety, particularly public speaking, spontaneous responses, teacher questioning, and peer evaluation. These anxiety-provoking conditions often led to decreased oral output, limited fluency, and reluctance to communicate, which in turn constrained students' opportunities for language practice and development. Nevertheless, students also demonstrated agency by employing coping strategies such as preparation, rehearsal, peer collaboration, and self-encouragement to manage their emotional discomfort.

Importantly, the findings suggest that anxiety is closely connected to classroom climate and instructional practices. Supportive teacher behavior, collaborative tasks, and low-pressure communicative activities appeared to reduce anxiety, while evaluative or performance-oriented situations tended to intensify it. This indicates that speaking anxiety is partly socially constructed and pedagogically mediated rather than solely an individual deficit.

This study contributes to the body of knowledge by providing contextualized evidence from Papua, an underrepresented region in EFL research. While most speaking-anxiety studies have focused on urban or mainstream educational settings, this research highlights how limited exposure to English, linguistic background differences, and local learning environments shape students' emotional experiences. By foregrounding learners' voices through qualitative inquiry, the study enriches existing theoretical understandings of Foreign Language Classroom Anxiety with nuanced, context-specific insights.

However, the conclusions should be interpreted cautiously. As a single case study conducted within one university classroom, the findings cannot be generalized to all Papuan learners or other Indonesian EFL contexts. The relatively small number of participants and reliance on self-reported experiences may also limit representativeness and objectivity. Despite these limitations, the depth of qualitative data provides meaningful insights into patterns and processes that may inform similar contexts.

Suggestions and Recommendations

Based on the findings, several recommendations can be proposed for pedagogical practice and future research. For classroom practice, teachers are encouraged to create a supportive and low-threat learning environment by incorporating collaborative speaking tasks, small-group discussions, and gradual exposure to public speaking. Providing constructive feedback, allowing preparation time, and emphasizing communication over grammatical perfection may also help reduce students' fear of negative evaluation. Teacher sensitivity to students' emotional states should be considered an essential component of effective speaking instruction.

For future research, further studies could expand this work by involving larger and more diverse samples across multiple institutions to enhance generalizability. Quantitative or mixed-methods designs may complement qualitative findings by measuring anxiety levels statistically and examining correlations with speaking performance. Longitudinal studies

could also investigate how anxiety changes over time and whether specific pedagogical interventions effectively reduce it. Additionally, comparative studies between regions or cultural groups may provide deeper insights into how sociocultural contexts influence speaking anxiety in EFL settings.

Overall, this study moves the field forward by emphasizing that addressing speaking anxiety is not simply about improving students' linguistic competence but also about designing emotionally responsive and context-sensitive pedagogy. Recognizing and managing learners' affective needs is therefore crucial for fostering more confident, active, and successful EFL speakers.

REFERENCES

- Aini, N., & Lubis, Y. (2023). *Investigating EFL students' speaking anxiety: A case study at English Department of UINSU*. <https://doi.org/https://doi.org/10.26618/exposure.v12i1.10659>
- Bhattachaiyakorn, S., & Phettakua, S. (2023). English Speaking Anxiety among Northeastern Thai University Students. *LEARN Journal: Language Education and Acquisition Research Network*, 16(1), 384–407.
- Chahrazad, M.-M., & Kamel, K. (2022). Dealing with foreign language speaking anxiety: What every language teacher should know. *Training, Language and Culture*, 6(1), 20–32.
- Chen, M.-R. A., & Hwang, G.-J. (2022). Effects of experiencing authentic contexts on English speaking performances, anxiety and motivation of EFL students with different cognitive styles. *Interactive Learning Environments*, 30(9), 1619–1639.
- Chen, Y. (2024). Effects of technology-enhanced language learning on reducing EFL learners' public speaking anxiety. *Computer Assisted Language Learning*, 37(4), 789–813.
- Chi, N. P. (2024). A Study on University Non-English Major Students' Speaking Anxiety. *European Journal of Foreign Language Teaching*, 8(2). <https://doi.org/http://dx.doi.org/10.46827/ejfl.v8i2.5449>
- Elahemer, H. H. M., & Said, S. B. H. M. (2022). A Systematic Review of Interventions Used to Reduce University Students' Speaking Anxiety. *International Journal of Education and Practice*, 10(2), 128–149.
- Felicity, M. (2018). Speaking anxiety and its effects on participation in group discussions in L2 classrooms. *International Journal of English Language Teaching*, 6(3), 20–33.
- Gallego, A., McHugh, L., Penttonen, M., & Lappalainen, R. (2022). Measuring public speaking anxiety: Self-report, behavioral, and physiological. *Behavior Modification*, 46(4), 782–798.
- Gregersen, T. (2020). Dynamic properties of language anxiety. *Studies in Second Language Learning and Teaching*, 10(1), 67–87.
- Gregersen, T. (2023). Feedback matters: Thwarting the negative impact of language anxiety. *Annual Review of Applied Linguistics*, 43, 56–63.

- Gregersen, T. S. (2003). To err is human: A reminder to teachers of language-anxious students. *Foreign Language Annals*, 36(1), 25–32.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132.
- Indriyani, J., Norawati, R., & Handayani, R. (2025). Factors Causing Students' Speaking Anxiety in EFL Classrooms at English Education Study Program of Jambi University. *Jurnal Intelek Dan Cendekiawan Nusantara*, 2(5), 8469–8480.
- Khafidhoh, K., Wijayati, R. D., & Risa, S. H. (2023). Investigating Anxiety in Speaking among EFL Students: A Qualitative Study. *Ahmad Dahlan Journal of English Studies*, 10(1). <https://doi.org/https://doi.org/10.26555/adjes.v10i1.212>
- Kulsum, E. M., & Ridwan, R. N. (2025). Exploring the Relationship Between Foreign Language Classroom Anxiety and Speaking Performance among Students in EFL Setting. *Journal on Education*, 07(02), 12137–12146. <https://doi.org/https://doi.org/10.31004/joe.v7i2.8291>
- Li, W., Mohamad, M., & You, H. W. (2025). Integrating automatic speech recognition and automated writing evaluation to reduce speaking anxiety and enhance speaking competence among Chinese EFL learners. *Cogent Education*, 12(1), 2559161.
- Manik, N. (2024). Strategi Efektif Untuk Mengatasi Kecemasan Berbicara Dalam Bahasa Inggris. *Jurnal Ilmiah IPS Dan Humaniora (JIH)*, 2(2), 50–54. <https://doi.org/https://doi.org/10.61116/jjih.v2i2.458>
- McCroskey, J. C. (1977). Oral communication apprehension: A summary of recent theory and research. *Human Communication Research*, 4(1), 78–96.
- Meliyani, Y., Masrupi, M., & Utomo, D. W. (2022). An Exploration of Indonesian Efl Learners' speaking Anxiety. *Linguists: Journal Of Linguistics and Language Teaching*, 8(1), 1–14. <https://doi.org/http://dx.doi.org/10.29300/ling.v8i1.3926>
- Miskam, N. N., & Saidalvi, A. (2019). Investigating English language speaking anxiety among Malaysian undergraduate learners. *Asian Social Science*, 15(1), 1–7.
- Mohtasham, L., & Farnia, M. (2017). *English Speaking Anxiety: A Study of The Effect of Gender on Iranian EFL University Students' Perceptions*.
- Nuralika, F., Syarief, K., & Lestari, V. L. (2023). Exploration of Students' Speaking Anxiety Regarding Foreign Language Participation In The Classroom. *IJEE (Indonesian Journal of English Education)*, 10(2), 374–388.
- Peng, J.-E., & Wang, Z. (2024). The predictive roles of enjoyment, anxiety, willingness to communicate on students' performance in English public speaking classes. *International Review of Applied Linguistics in Language Teaching*, 62(2), 485–508.

- Rongxi, K., & Yuxi, Z. (2024). A study on investigating the correlations between Chinese college students' English speaking anxiety, oral performance and oral achievement. *Academic Journal of Humanities & Social Sciences*, 7(4), 20–33.
- Taqwa, K., Hidayat, D. N., Anasy, Z., Syafii S, M., & Adrefiza, A. (2022). An Analysis of Students' Speaking Anxiety in EFL Classroom: A Mixed-Method Study. *Edukatif: Jurnal Ilmu Pendidikan*, 4(5), 6408–6416.
<https://doi.org/https://doi.org/10.31004/edukatif.v4i5.2999>
- Tsang, A. (2025). The relationships between EFL learners' anxiety in oral presentations, self-perceived pronunciation, and speaking proficiency. *Language Teaching Research*, 29(4), 1639–1659.
- Wirentake. (2025). Students' Speaking Anxiety in English as Foreign Language (Efl) Classroom And Their Strategies to Cope with It. In *Journal of Education, Language Teaching*. <https://jurnal.uts.ac.id/index.php/jetli/index>
- Wu, T.-T., Hapsari, I. P., & Huang, Y.-M. (2025). Effects of incorporating AI chatbots into think-pair-share activities on EFL speaking anxiety, language enjoyment, and speaking performance. *Computer Assisted Language Learning*, 1–39.
- Yuliawati, F. (2020). Foreign Language Classroom Anxiety Scale (FLCAS) Analysis of Students Speaking Anxiety in EFL Classroom. *Concept: Community Concern for English Pedagogy and Teaching*, 5(2), 103–110.
<https://doi.org/https://doi.org/10.32534/jconcept.v5i2.1396>
- Zulfikar, Z. (2022). Investigating Hgh-School EFL Learners' Foreign Language Anxiety: A Case Study at SMA 4 Banda Aceh. *English Education: Jurnal Tadris Bahasa Inggris*, 15(1), 96–118. <https://doi.org/https://doi.org/10.24042/ee-jtbi.v15i1.12046>