



# A Descriptive Study of English Speaking Anxiety and Teaching Strategies among 11th Grade Language Students at SMA Negeri 1 Payangan

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**Abstract:** This study investigates the causes of English speaking anxiety and explores teaching strategies that help reduce such anxiety among eleventh-grade language students at SMA Negeri 1 Payangan. Employing a descriptive quantitative approach, data were collected from 30 participants through a structured questionnaire focusing on both anxiety indicators and students' perceptions of classroom strategies. The findings reveal that a significant number of students experience moderate to high levels of anxiety, particularly related to fear of making mistakes, peer judgment, and forgetfulness during speaking tasks. Descriptive statistical analysis showed that physical symptoms such as a racing heartbeat and emotional barriers like embarrassment were prevalent. The study also identified several effective teaching strategies for reducing anxiety, including teacher encouragement, role-play activities, group discussions, and a relaxed classroom atmosphere. Among these, role-play was perceived as the most engaging and impactful. The results highlight the importance of supportive, interactive, and student-centered pedagogical approaches in fostering confidence and improving speaking performance in EFL contexts.

**Keywords:** Speaking Anxiety, EFL Students, Teaching Strategies, Role-Play, Student Confidence, Descriptive Study.

## Introduction

Students learning English as a foreign language (EFL) need to exercise their oral English. The problem is that speaking promotes anxiety in many learners, and this can have a negative impact on both their confidence and fluency. In contrast to reading and writing, spoken language involves the rapid science of real-time, off-the-cuff process-and-reaction and people can be afraid of making mistakes or of others passing judgment. Beliefs about language learning, test anxiety, fear of appearing less competent, and negative attitudes towards English classes are some of the major elements associated with speaking anxiety (Phettakua S. B., 2023). Students' 'perfectionistic' nature is likely to make them reluctant to speak for fear of making mistakes. Additionally, teachers, classmates and the societal context are all important in reinforcing such anxieties.

Outside fears and inhibitions also block speaking development. (Khoudri, 2024) From the same data, the restrictive opportunities to use English for practice inside and outside the classroom, unsupportive environments and fear of peer judgement oppress students. Furthermore, traditional teaching methods that focus on grammar and writing above spoken, interactive language, do not provide students with the real time oral communication skills they need. Restricted vocabulary is one of the greatest reported causes of stress: Learners with limited vocabulary avoid speaking out of fear of making mistakes and being made fun of.

Source An investigation by (Ramli F. &, 2024) stated that many students try to eliminate their speaking fear by relaxation, self-study on videos, application such as YouTube and Goggle, and preparing themselves before speaking. These tactics will help you overcome anxiety and present preparedness. Likewise, (Ali Abbas Falah Alzubi, 2025) held that the social environment would have a positive influence on speaking skills, because the learners are more supported and feel they receive constructive feedback and depend on real life dialogue for the tasks.

There is also potential in teaching methodologies. (Arslan, 2023) mentioned the effectiveness of the application of Philosophy for Children (P4C), which is an activity that not only promotes their critical thinking as well as enhances their speaking confidence by giving opportunities for them to express themselves. In online learning environments, (I Putu Indra Kusuma, 2023) also found that e-portfolios can improve speaking performance and self-efficacy by encouraging learners to engage in reflective practice and regular speaking activities. Similarly, experiences from Kampung Inggris, Indonesia, (Agis Andriani, 2024) showed that good relationship between tutor and tutee, gaming-oriented approach to learning, and tailor-made material are succesfull in motivating learners to be more confident to speak.

(Diana Purwati, 2023) mentioned further that there are still some psychological factors such as low self-esteem, bad pronunciation and demotivation deter there are advantages in striving to be fluent in speaking, particularly in vocational high school. Furthermore, these issues can be targeted only through a supportive environment for learning and change to learner-centered, communicative approaches.

The numerous elements affecting speaking anxiety require evidence-based adaptable strategies which must work across different educational settings. The path to student empowerment as confident English speakers requires both understanding the fundamental causes of speaking anxiety and developing practical solutions.

The research questions in this article address the following concerns:

1. What are the main factors that contribute to English speaking anxiety among 11th-grade EFL students at SMA Negeri 1 Payangan?
2. What teaching strategies are perceived as effective by students in reducing their English speaking anxiety?
3. How do supportive classroom conditions influence students' confidence in speaking English?

## Methodology

### Research Design

This research employed a quantitative descriptive design, which aimed to describe the phenomenon of English speaking anxiety experienced by students and the strategies applied by their teacher to reduce that anxiety. The approach focuses on numerical data obtained from participants and interprets it through descriptive statistical techniques such as percentages and frequencies. This method was chosen because it allows for a clear picture of patterns and tendencies in students' responses.

### Participants

The participants in this study were 30 students from eleventh grade in Language class at SMA Negeri 1 Payangan. They were selected using simple random sampling, a technique in which each student in the class had an equal chance of being chosen. This method was used to ensure objectivity and to avoid selection bias. The selected students participated in the study by completing a questionnaire related to their experience with English speaking anxiety and the strategies used by their teacher to help reduce it.

### Instruments

The main instrument used for data collection was a questionnaire, developed by the researcher. It consisted of two sections:

#### Section 1: Speaking Anxiety

This part measured the students' level of English speaking anxiety using a Likert scale with five options: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The statements focused on common anxiety symptoms, such as nervousness, fear of making mistakes, and fear of being judged.

#### Section 2: Teacher Strategies

This part explored the students' perceptions of the strategies used by their teacher to help them reduce anxiety. It included statements about classroom activities, encouragement, feedback methods, and the use of relaxation techniques. All items were written in simple English and tested for clarity to ensure the students could understand them easily.

### Procedure

The data collection process followed these steps:

1. The researcher coordinated with the English teacher to identify a suitable time for questionnaire distribution.
2. The questionnaires were handed out to the selected students after an English speaking session, ensuring the topic was still fresh in their minds.

3. Students were given 15 minutes to complete the questionnaire independently, without any discussion or guidance.
4. After collection, the researcher checked the responses for completeness and then prepared the data for analysis.
5. This process was conducted in a respectful and confidential manner to ensure that students felt comfortable and honest in their responses.

### **Method of Data Analysis**

The data collected through the questionnaire were analyzed using descriptive statistical methods. The analysis focused on identifying the levels of English speaking anxiety among tenth-grade students at SMK PGRI Payangan.

All quantitative responses were coded numerically on a five-point Likert scale, where:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

The data were then processed using the Statistical Package for the Social Sciences (SPSS). Two main types of statistical analysis were conducted:

#### **1. Frequency Distribution and Percentage Analysis**

This analysis was used to describe how often each response appeared for each item. It provided insights into the proportion of students who agreed, disagreed, or remained neutral to statements reflecting anxiety-related behaviors and feelings when speaking English.

#### **2. Descriptive Statistics (Mean and Standard Deviation)**

To better understand the general tendency and consistency of student responses, the mean (average score) and standard deviation (SD) were calculated for each questionnaire item. The mean was used to measure the central tendency, while the standard deviation helped identify the variability in students' perceptions.

The combination of these techniques allowed the researcher to present a comprehensive overview of students' English speaking anxiety and teacher's strategy in terms of cognitive, emotional, and physiological responses.

## **Result and Discussion**

### **Students' Speaking Anxiety**

The purpose of this study was to explore English speaking anxiety among eleventh grade in Language class at SMA Negeri 1 Payangan. Data were collected from 30 students using a questionnaire and analyzed through descriptive statistics using SPSS. The results are presented in the following tables and narrative explanations.

In this section, we present the results of our investigation concerning the sources of students' speaking anxiety using a questionnaire developed by the researchers.

**Table 1.** I am afraid of making mistakes when speaking English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	6,7	6,7	6,7
	2	6	20,0	20,0	26,7
	3	12	40,0	40,0	66,7
	4	8	26,7	26,7	93,3
	5	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

The findings show that 66.7% of students responded with neutral to strong agreement, suggesting that a fear of making mistakes is a significant factor in their speaking anxiety. This reflects the psychological pressure learners face when trying to use English accurately, especially in public or classroom settings.

**Table 2.** I feel embarrassed if my classmates laugh at my English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3,3	3,3	3,3
	2	5	16,7	16,7	20,0
	3	15	50,0	50,0	70,0
	4	4	13,3	13,3	83,3
	5	5	16,7	16,7	100,0
	Total	30	100,0	100,0	

Embarrassment due to peer reaction is another major trigger of anxiety. A total of 80% of students chose responses 3 to 5, indicating that social fear particularly being laughed at by peers affects their willingness to speak English in class. This result supports the idea that classroom atmosphere and peer interaction play a vital role in student confidence.

**Table 3.** I forget what to say when I'm asked to speak in English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3,3	3,3	3,3
	2	2	6,7	6,7	10,0

3	17	56,7	56,7	66,7
4	7	23,3	23,3	90,0
5	3	10,0	10,0	100,0
Total	30	100,0	100,0	

This item revealed the highest concentration of anxiety-related responses. A striking 90% of students admitted to experiencing forgetfulness when asked to speak English. This indicates that cognitive blockage under pressure is a prominent symptom of speaking anxiety, possibly stemming from overthinking or fear of judgment.

**Table 4.** I worry that others will not understand my English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	6,7	6,7	6,7
	2	4	13,3	13,3	20,0
	3	16	53,3	53,3	73,3
	4	5	16,7	16,7	90,0
	5	3	10,0	10,0	100,0
	Total	30	100,0	100,0	

Concern over being misunderstood was another common anxiety factor. Over 80% of the participants showed at least moderate concern (responses 3 to 5). This highlights an internal lack of confidence in their English proficiency and their ability to effectively communicate ideas to others.

**Table 5.** I feel my heart pounding when I speak English in class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3,3	3,3	3,3
	2	4	13,3	13,3	16,7
	3	13	43,3	43,3	60,0
	4	9	30,0	30,0	90,0
	5	3	10,0	10,0	100,0
	Total	30	100,0	100,0	

Physical symptoms such as heart pounding were also commonly reported. About 83.3% of respondents acknowledged experiencing these symptoms to some extent. This suggests that speaking anxiety not only affects students cognitively and emotionally but also physically, which may further inhibit performance in oral tasks.

To support the frequency analysis, descriptive statistics were calculated to identify the central tendency and variability of students' responses toward each statement. The results are presented in the table below:

**Table 6.** Descriptive Statistics

	N	Minimu m	Maximum	Mean	Std. Deviation
I am afraid of making mistakes when speaking English.	30	1	5	3,07	1,015
I feel embarrassed if my classmates laugh at my English.	30	1	5	3,23	1,040
I forget what to say when I'm asked to speak in English.	30	1	5	3,30	,877
I worry that others will not understand my English.	30	1	5	3,10	,995
I feel my heart pounding when I speak English in class.	30	1	5	3,30	,952
Valid N (listwise)	30				

The descriptive statistics reveal that the highest mean score is shared between "I forget what to say when I'm asked to speak" and "I feel my heart pounding when I speak English in class", both with a mean of 3.30, indicating these are the most common symptoms of speaking anxiety among the students. The lowest mean was for "I am afraid of making mistakes" (mean = 3.07), although this still reflects a moderate level of anxiety.

The standard deviations range from 0.877 to 1.040, suggesting moderate variability in responses. The item "I feel embarrassed if my classmates laugh at my English" had the highest variability (SD = 1.040), which may reflect individual differences in how students experience peer-related anxiety.

### Teaching Strategies

This study explored students' perceptions regarding various classroom strategies that potentially reduce English speaking anxiety. The analysis was based on responses from

30 participants and includes frequency distributions as well as descriptive statistics (mean and standard deviation) for each item.

**Table 7.** I feel more confident when the teacher encourages me to speak.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3,3	3,3	3,3
	2	2	6,7	6,7	10,0
	3	12	40,0	40,0	50,0
	4	12	40,0	40,0	90,0
	5	3	10,0	10,0	100,0
	Total	30	100,0	100,0	

The majority of participants reported feeling more confident when encouraged by their teacher. Specifically, 40% (12 students) selected "3" (neutral), 40% (12 students) chose "4" (agree), and 10% (3 students) chose "5" (strongly agree), indicating that a combined 90% of the students had a neutral to very positive perception. Only 3 students (10%) disagreed. The mean score was 3.47 with a standard deviation of 0.900, suggesting moderate agreement and relatively low variability.

**Table 8.** Group discussions help me reduce anxiety when speaking English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	6,7	6,7	6,7
	2	2	6,7	6,7	13,3
	3	15	50,0	50,0	63,3
	4	8	26,7	26,7	90,0
	5	3	10,0	10,0	100,0
	Total	30	100,0	100,0	

Responses were spread across the scale, with most students selecting "3" (50%) and "4" (26.7%), while 10% chose "5" (strongly agree). A small number (13.4%) expressed disagreement. The mean was 3.27, indicating a slight tendency toward agreement, with a standard deviation of 0.980, showing moderate variation in responses.

**Table 9.** Role-play activities make speaking English more enjoyable.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	10,0	10,0	10,0
	2	1	3,3	3,3	13,3
	3	9	30,0	30,0	43,3
	4	9	30,0	30,0	73,3
	5	8	26,7	26,7	100,0
	Total	30	100,0	100,0	

A relatively strong positive response was recorded for this item. A total of 30% selected "4" and 26.7% selected "5," indicating enjoyment, while 30% remained neutral. Only 13.3% disagreed. The mean score of 3.60 was the highest among all items, with a standard deviation of 1.221, indicating a generally positive but slightly varied response.

**Table 10.** Practicing English in pairs is less stressful than speaking alone.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	6,7	6,7	6,7
	2	3	10,0	10,0	16,7
	3	13	43,3	43,3	60,0
	4	10	33,3	33,3	93,3
	5	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

Students mostly selected "3" (43.3%) and "4" (33.3%), while only a few chose the extreme ends. The mean was 3.23 with a standard deviation of 0.971, reflecting general agreement that pair work can reduce anxiety.

**Table 11.** I feel more comfortable speaking English when the class is relaxed.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3,3	3,3	3,3
	2	3	10,0	10,0	13,3
	3	14	46,7	46,7	60,0
	4	5	16,7	16,7	76,7
	5	7	23,3	23,3	100,0
	Total	30	100,0	100,0	

A considerable number of students (46.7%) chose "3" and 23.3% chose "5," with a mean of 3.47 and a relatively high standard deviation of 1.074. This indicates that a relaxed classroom environment positively influences students' speaking comfort, although opinions varied.

**Table 12.** Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I feel more confident when the teacher encourages me to speak.	30	1	5	3,47	,900
Group discussions help me reduce anxiety when speaking English.	30	1	5	3,27	,980
Group discussions help me reduce anxiety when speaking English.	30	1	5	3,27	,944
Role-play activities make speaking English more enjoyable.	30	1	5	3,60	1,221
Practicing English in pairs is less stressful than speaking alone.	30	1	5	3,23	,971
I feel more comfortable speaking English when the class is relaxed.	30	1	5	3,47	1,074
Valid N (listwise)	30				

The data indicates that teacher encouragement, role-play activities, and a relaxed classroom atmosphere are the most positively perceived strategies to reduce speaking anxiety among EFL learners. With mean scores above 3.4, these factors appear especially important in helping students feel more confident and comfortable when speaking English. Group discussions and pair work also contribute positively but to a slightly lesser extent. Overall, the findings highlight the significant role of interactive and supportive classroom dynamics in minimizing speaking anxiety.

## Discussion

The results of this study show that students' English speaking anxiety can be strongly influenced by the strategies teachers use in class. Several important points were found, which are useful both for teaching theory and real classroom practice, especially in EFL (English as a Foreign Language) settings.

One major finding is that teacher encouragement helps students feel more confident when speaking. Students' English speaking ability and their speaking anxiety are related. Findings also highlighted the negative impact of anxiety on speaking performance, underlining the need for effective classroom interventions (Tri Agustini Solihati, 2025).

When students feel supported, they are more likely to participate actively in speaking activities. Another effective strategy is the use of role-play activities. Role-plays allow students to practice English in simulated real life situations. These activities offer a practical context for language use, which can enhance confidence and reduce anxiety.

The classroom atmosphere also plays a significant role. A calm and welcoming classroom makes students feel more comfortable speaking English. Creating a non judgmental environment in the classroom reduces the pressure on individual students and allows them to practice speaking in a less intimidating context (Eva Meidi Kulsum, 2025). Such an environment helps students feel safer to take risks in language use.

Meanwhile, group discussions and pair work can also be helpful, but may not be as effective for all students. Some students feel nervous when working with peers, especially if they worry about being judged. To mitigate this, fostering cooperation and mutual respect within group activities is crucial. Students cope with their anxiety by using some strategies, such as positive thinking, peer-seeking, preparation, and relaxation (Dena Suar Deni, 2021). These findings suggest that teaching strategies should be flexible and personalized. Not every student prefers the same methods. Some prefer pair work, while others do better in whole class activities. Teachers need to observe their students, solicit feedback, and adjust their teaching methods to meet student needs.

This study also supports the idea that language anxiety is complex. It affects students in different ways: mentally, emotionally, socially, and physically. Therefore, helping students overcome anxiety is not just about teaching grammar or vocabulary. Teachers must also be mindful of students' emotions, self confidence, and self-image as English speakers. In conclusion, strategies such as teacher encouragement, role-plays, and a relaxed classroom atmosphere can be highly effective in reducing speaking anxiety. These methods build confidence and provide students with a safe space to practice and make mistakes, which is a natural part of language learning. Teacher training should focus on these strategies and encourage teachers to reflect on their classroom approach, always prioritizing student well being.

## **Conclusion**

This study confirms that English speaking anxiety is a multidimensional issue that significantly affects students' ability to communicate in a foreign language, particularly in the EFL context. Among eleventh grade language students at SMA Negeri 1 Payangan, the data showed that a large proportion of learners experience a combination of cognitive, emotional, and physiological symptoms when asked to speak English. These include forgetting what to say, fear of making mistakes, anxiety over being misunderstood, and even physical signs such as a racing heartbeat. Such symptoms are closely linked to students' self perception, fear of peer judgment, classroom dynamics, and limited exposure to real-life speaking situations. The results also highlight that speaking anxiety is not only an individual emotional response, but also a social and educational problem that can hinder language learning progress. Therefore, understanding and addressing speaking anxiety must become a key focus in EFL instruction.

Moreover, the research emphasizes the role of teachers and classroom strategies in mitigating this issue. Strategies such as teacher encouragement, role-play activities, pair work, and maintaining a supportive classroom atmosphere were found to significantly contribute to reducing anxiety and boosting student confidence. Among these, role-play activities stood out as the most engaging and effective approach, allowing students to simulate real life communication scenarios in a non-threatening context. Teacher encouragement also proved vital in creating a safe learning environment, helping students overcome their fear of failure and judgment. The findings further suggest that while some students respond well to group discussions and pair work, others may feel increased anxiety in peer interactions, indicating the need for differentiated and flexible teaching approaches. Overall, reducing English speaking anxiety requires a comprehensive pedagogical strategy that combines emotional support, interactive methods, and consistent encouragement to foster a safe space for language growth. In conclusion, this study recommends that English teachers implement interactive and supportive classroom strategies such as role-play, pair work, and positive verbal encouragement to create a relaxed, non-judgmental learning environment that reduces speaking anxiety and enhances students' confidence. Schools are also encouraged to provide additional speaking opportunities beyond the classroom, while future research should involve broader participant groups to examine the long-term effectiveness of anxiety-reduction strategies. The researcher would like to express sincere gratitude to all parties, especially the participating students, whose support and cooperation made this study possible.

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