

# Managing Speaking Anxiety and Enhancing Speaking Skills Through a Supportive Classroom Environment

Herawati<sup>1</sup>, Kusrin<sup>2</sup>, Mobit<sup>3</sup>

Universitas Singaperbangsa Karawang, Indonesia

<sup>1</sup> 2110631060072@student.unsika.ac.id, <sup>2</sup> kusrin@unsika.ac.id, <sup>3</sup> mobit@staff.unsika.ac.id

## Abstract

This study investigates how a supportive classroom environment can mitigate speaking anxiety and improve speaking performance among EFL learners. Using a qualitative case study approach, data were collected through observations, interviews, and reflective journals involving the participants specifically, tenth-grade students and the teacher who taught their classes. The findings highlight the crucial role of teacher-student interaction, particularly in the form of emotional support, constructive feedback, and positive reinforcement, in fostering a psychologically safe space for learners. Peer collaboration and encouragement also significantly contributed to reducing fear of negative evaluation and enhancing speaking confidence. Moreover, emotionally supportive classrooms characterised by patience, tolerance of mistakes, and engaging activities were found to encourage active participation and linguistic risk-taking. The study concludes that addressing both emotional and cognitive dimensions of language learning is essential for promoting effective communication. These insights provide practical implications for EFL educators seeking to create inclusive, low-anxiety environments that foster learners' oral proficiency and emotional well-being.

**Keywords:** EFL Learning; Speaking Anxiety; Teacher-Student Interaction

## INTRODUCTION

Speaking in English as a Foreign Language (EFL) remains one of the most psychologically demanding skills for language learners. Among the four core language skills, listening, reading, writing, and speaking. Speaking has been consistently identified as the most anxiety-inducing (Horwitz et al., 1986). Speaking requires real-time linguistic production, often under social control, in an environment where learners fear negative evaluation and performance failure (Liu, 2023). The demand to speak fluently, accurately, and spontaneously in a non-native language creates a significant emotional burden, frequently resulting in speaking anxiety, a specific manifestation of foreign language classroom anxiety.

Research in language education highlights that speaking anxiety is influenced by a combination of internal and external factors. Internally, learners often grapple with fear of making mistakes, low self-perceived linguistic competence, perfectionism, and diminished self-confidence (Le, 2023; Yan, 2024). These factors can lead to avoidance behaviour, where learners deliberately withdraw from speaking activities to minimise the risk of embarrassment or failure.

Externally, the classroom environment has a significant impact on learners' emotional responses to speaking tasks. Classrooms characterized by rigid evaluation, limited student agency, and emphasis on linguistic accuracy often exacerbate anxiety and discourage participation (Utami & Bambang, 2006). In contrast, emotionally supportive classroom that that emphasize respect, encouragement, and tolerance of errors are associated with lower anxiety and higher speaking performance (Istiqomah, 2024; Sudarmanto et al., 2023).

However, despite the advancement of learning-centered pedagogies, many Indonesian EFL classrooms remain heavily teacher-centered. Erlinda Kurniatillah et al. (2022) found that

Indonesian high school classrooms are dominated by teacher talk, leaving minimal space for student-initiated interaction. These classrooms often foster an atmosphere of correction and performance pressure rather than communicative development. As a result, students remain passive, hesitant to speak, and susceptible to anxiety, thereby hindering the development of communicative competence.

Several empirical studies reinforce the correlation between teacher behavior and student speaking anxiety. Sherly et al. (2024) reported that students who felt emotionally supported by their teachers demonstrated lower anxiety and better speaking performance. Kusumayanti & Nuroniah (2021) similarly found that teachers' verbal interactions, especially positive reinforcement and constructive feedback, significantly impacted students' willingness to speak. Groenewald et al. (2023) further emphasized that classrooms grounded in mutual trust and emotional safety led to enhanced speaking fluency and longer speaking turns among learners. Beyond the emotional climate, the teacher's interpersonal communication style plays a vital role. Wang & Derakhshan (2023) showed that warm, responsive, and assertive teacher behaviors encouraged students to take linguistic risks and engage in classroom discourse. Conversely, emotionally distant or authoritarian teacher styles contributed to student withdrawal and elevated anxiety. Complementing this, Rahman Khan & Rahman (2024) argue that teachers influence learners' socio-emotional development both directly through feedback and support and indirectly, by modeling emotional regulation and empathy.

Peer interaction also plays a critical role in reducing speaking anxiety. Abera Tsehay et al. (2020) highlight that learners benefit emotionally and linguistically from working with peers who share similar challenges. Cooperative learning activities, such as group discussions and peer feedback, foster a sense of community, reduce fear of negative judgment, and enhance speaking motivation (Atifnigar, 2024).

Despite a growing body of research on speaking anxiety in EFL classrooms much of the existing literature adopts a reductionist lens, focusing either on internal psychological traits such as, self-esteem, motivation, or fear of evaluation or isolated aspect of teacher behavior, such as feedback strategies. This fragmented perspective often fails to capture the dynamic interplay between teacher-student interaction and the broader emotional climate of the classroom in shaping learners' speaking anxiety.

Moreover, while the pedagogical value of a supportive classroom environment has been widely acknowledged, there remains a lack of conceptual and empirical clarity regarding what constitutes supportiveness in EFL context particularly how structural, interpersonal, and emotional components intersect to foster or hinder students' speaking performance. This gap is especially salient in the Indonesian senior high school context, where research on the real-time, evolving nature of classroom interactions and the intentional design of affectively supportive environments remains limited. Addressing this gap is crucial for informing pedagogical practices that are not only socially responsive but also emotionally attuned to the needs of anxious EFL learners.

To address this gap, the present study investigates how teacher-student interactions and emotionally supportive classroom environments influence students' speaking anxiety and speaking performance. Specifically, it explores how elements like teacher feedback, peer collaboration, and positive reinforcement can help reduce speaking anxiety and enhance speaking proficiency. Focusing on tenth-grade students in a senior high school in Karawang, this research aims to offer pedagogical insights for creating classroom conditions that foster emotional safety and encourage active participation. The findings are expected to guide teachers and curriculum developers in designing practices that reduce anxiety and promote confident, fluently expressed, and meaningful communication in EFL classrooms.

**METHOD**

This study employs a qualitative approach (Creswell, 2009) with a case study design to investigate the management of speaking anxiety and the development of speaking abilities in a supportive classroom setting. The qualitative technique is used to gather rich contextual insights into students’ emotional responses and behaviors in real classroom settings. At the same time, the case study design allows for a thorough examination of classroom dynamics, student responses, and the study includes 33 students, six of whom were chosen explicitly for interviews based on factors relevant to the research aims, as well as one English teacher who provides a broader perspective on the learning process. Data collection methods include participant observation, where the researcher actively participates in the learning activities; semi-structured interviews to investigate experiences and perspectives; and a reflective journal for in-depth study of the researcher’s thoughts and observations. The acquired data are evaluated using thematic analysis to identify significant themes and meanings, and data triangulation is employed to verify validity and reliability across multiple sources and methodologies.

**RESULTS AND DISCUSSION**

**Results**

**1. Teacher-Student Interaction and Their Impact on Speaking Anxiety**

The teacher-student interaction emerged as one of the most significant factors influencing students’ speaking anxiety. The provision of positive feedback was consistently cited by students as crucial in reducing their anxiety. Positive reinforcement from teachers, such as praise and gentle guidance, allowed students to feel valued for their efforts, rather than focusing solely on the end result or perfection. Teacher patience and calmness were also integral in creating an environment where students felt safe to make mistakes without fear of punishment or ridicule. This environment allowed students to overcome their anxiety and actively participate in speaking activities.

Moreover, teachers who provided emotional support through listening, smiling, and offering constructive comments created a bond of trust with their students. Such interactions not only fostered a sense of belonging but also encouraged students to be more confident in speaking. Lastly, teachers who explicitly communicated that mistakes were a natural part of the learning process helped reduce perfectionism, allowing students to focus more on their learning journey rather than fearing failure. To provide a clearer overview of the data, the results are summarized in the table below.

**Table 1.** Teacher-Student Interaction

<b>Subtheme</b>	<b>Description</b>	<b>Sample Data</b>	<b>Interpretation</b>
<b>Positive Teacher Feedback</b>	Teachers provide praise and positive feedback to help students feel valued and reduce anxiety	“My teacher always gives me praise and gently guides me when I make mistakes.” (Student 1)	Positive reinforcement fosters self-esteem, reduces anxiety, and boosts confidence in students.
<b>Teacher’s Patience and Calmness</b>	Teachers create a non-threatening environment by	“My teacher is very patient and never gets angry when	Teachers’ calm demeanor encourages students to take

	being patient and not punitive when students make mistakes.	make mistakes.” (Student 4)	risk, reducing anxiety and fostering engagement.
<b>Emotional Support from Teacher</b>	Teachers provide emotional support, listening attentively and smiling, to build trust and comfort.	“My teacher always smiles, listens carefully, and gives constructive comments.” (Students 5)	Emotional support from teachers helps create a bond that encourages students to speak without fear of judgment.
<b>Accepting Mistakes as Learning</b>	Teachers view mistakes as part of the learning process, which reduces perfectionism and fear.	“I always tell my students that it’s okay to make mistakes, because it’s part of the learning process.”	Acknowledging mistakes as part of learning helps reduce fear and encourages more active participation.

Observation revealed that favorable teacher interactions had a significant impact on students’ speaking anxiety. Teachers employed a variety of strategies, including vocal praise, such as “good job,” constructive feedback without direct criticism, and positive body language, such as smiles and nods. This creates a safe environment in which pupils can feel more comfortable. For example, after getting encouragement and appreciation, a formerly apprehensive student came to feel more comfortable speaking. In the reflective journal, the researcher writes: “ I believe an emotional connection has evolved between me and the students. They appear more confident and able to tell their stories more effectively.”

## 2. Peer support and its Role in Reducing Speaking Anxiety

Peer support was identified as a key factor in reducing speaking anxiety. Students who participated in group practice or peer encouragement reported feeling more confident and less anxious. Working together allowed them to practice speaking in a relaxed setting, making mistakes without fear of being judged. Peer support provided emotional security and helped mitigate the effects of anxiety.

However, the study also highlighted that negative peer reactions such as laughter or whispering could amplify anxiety, especially for those students who were already nervous about speaking in public. This underscores the need for teachers to foster not only positive peer interactions but also to manage and prevent any harmful behaviors that could undermine students’ confidence. To provide a clearer overview of the data, the results are summarized in the table below.

**Table 2.** Peer Support in Reducing Speaking Anxiety

Subtheme	Description	Sample Data	Interpretations
<b>Supportive Peer Interactions</b>	Peers provide emotional and practical support by encouraging	“My classmates always encourage me and practice with me, which	Peer support creates a safe space for practice, reduces fear of judgment,

	each other and practicing together.	helps me gain confidence.” (Student 1)	and encourages engagement.
<b>Peer Collaboration in Practice</b>	Group practice helps students feel less anxious and more willing to participate	“They help me practice pronunciation and never laugh when I make mistakes.” (Student 2)	Collaborative practice with peers strengthens confidence and reduces the psychological burden of speaking.
<b>Negative Peer Reactions</b>	Occasionally, negative reactions from peers, such as laugh or laughing or whispering, increase anxiety.	“Sometimes, when my classmates laugh or whisper, I feel embarrassed and think they are judging me.” (Student 4)	Negative peer reactions, even if small, can significantly increase speaking anxiety and undermine confidence.

During observation, it discovered that students supported each other with applause and smiles. They aggressively expressed gratitude to friends who talked, fostering a friendly environment. One interesting discovery was that a student who had previously been afraid to speak, after gaining praise and support from the peers, came forward voluntarily. In the reflective journal, the teacher wrote, “I began to notice little changes. One student walked out voluntarily, and his classmates applauded.”

### 3. The Role of a Supportive Classroom Environment

The supportive classroom environment emerged as a critical factor in reducing speaking anxiety. Students who felt emotionally safe in the classroom were more likely to participate in speaking activities. Teachers who normalized mistakes as part of the learning process helped students feel comfortable with taking risk. Additionally, teachers who incorporated relaxed activities such as ice-breakers and provided ample practice time contributed to a less anxious, more confident learning atmosphere. The role of the teacher in creating a supportive environment was particularly important. Students felt more confident when they had enough practice time to prepare and were reassured by positive reinforcement. To provide a clearer overview of the data, the results are summarized in the table below.

**Table 3.** The Role of Supportive Classroom Environment

Subtheme	Description	Sample Data	Interpretations
<b>Emotional Safety in the Classroom</b>	A classroom environment where mistakes are accepted and students feel emotionally safe	“I feel more comfortable speaking because my teacher says making mistakes	Emotional safety encourages students to focus on learning rather than fearing

	encourages participation.	is part of learning.” (Student 5)	mistakes, reducing anxiety.
<b>Teacher’s Role in Creating a Supportive Environment</b>	Teachers integrate activities like ice-breakers and provide ample practice time to reduce tension.	“I make sure to give students enough practice time and encourage them with praise so they feel ready and confident.” (Teacher)	Teachers’ strategy, such as ice-breaking and practice time, reduce anxiety and improve speaking confidence.
<b>Relaxed and Enjoyable</b>	Fun activities help reduce anxiety and create a positive classroom dynamic	“The class is enjoyable, and my teacher gives appreciation for my efforts.” (Student 6)	Fun activities create a positive classroom environment, reducing anxiety and promoting engagement.

A supportive classroom environment helped students reduce their speaking anxiety. During the observation, it was noted that there was no criticism or laughter when children made mistakes, and the teacher expressly indicated that mistakes are a natural part of learning. This generated an emotionally safe classroom environment in which student felt more comfortable participating. The teacher wrote in the reflective journal, “The class feels more alive. Students became more engaged, and they were eager to listen and appreciate.”

#### 4. The Connection Between Anxiety Reduction and Speaking Performance

The connection between anxiety reduction and speaking performance was clear. Students who experienced lower anxiety levels were more likely to perform well in speaking activities. Consistent practice, both in and out of the classroom, helped students develop fluency and confidence, as reported by several students. Moreover, when anxiety was reduced, students were better able to concentrate on speaking tasks rather than on their fears of making mistakes. Teachers who fostered a supportive environment where mistakes were accepted helped students gradually improve their speaking skills. To provide a clearer overview of the data, the results are summarized in the table below.

**Table 4.** The Connection Between Anxiety Reduction and Speaking Performance

Subtheme	Description	Sample Data	Interpretations
<b>Consistent Practice and Preparation</b>	Repeated practice, both independently and with peers, improves fluency and reduces anxiety.	“I practice speaking not only at school but also at home, and it helps me speak more fluently.” (Student 6)	Consistent practice, along with support, helps students become more confident and fluent in speaking.
<b>Impact of Anxiety</b>	Reduced anxiety leads to improved	“When I’m not anxious, I can	Reducing anxiety helps students

<b>Reducing on Speaking Performance</b>	speaking fluency and confidence.	speakers more clearly, though grammar isn't perfect." (Student 1)	focus on the speaking process rather than fear, which enhances speaking fluency.
<b>Perception of Mistakes and Emotional Safety</b>	Students perform better when they feel secure in the classroom and are not afraid of making mistakes.	"A supportive environment helps me focus on learning, not on being afraid of mistakes." (Teacher)	A classroom that fosters emotional safety encourages students to focus on learning, leading to gradual improvement in speaking skills.

The reduction in anxiety is also closely tied to an improvement in students' speaking abilities. The observation revealed that, despite initial anxiety, all students were willing to participate after receiving support from the teacher and their peers. Students also improved their speaking skills by utilizing longer phrases, arranging thoughts more clearly, and speaking spontaneously. Teacher wrote in reflective journal, "I believe that my soft approach is beginning to make them more calm, albeit some still avoid eye contact."

## Discussion

This study intended to investigate the dynamics of speaking anxiety and how it might be reduced through teacher-student interaction, peer support, and a supporting classroom environment. The findings show that positive interaction, emotional support, and patient guiding played an important influence in lowering speaking anxiety. This is congruent with Brown's theory for speaking skills, which states that effective communication depends on the harmony of cognitive processes and emotional resilience. Teachers who provided praise, encouragement, and non-punitive criticism established an environment in which children could talk freely without fear or ridicule. The teacher's function extends beyond simply providing linguistic teaching; they also serve as emotional facilitators, assisting students in managing fear. The fact that students felt more ease speaking after receiving positive reinforcement supports (Su Yi & Mydin Kutty, 2023). This study indicates that peer support greatly reduced speaking anxiety, which is consistent with Wati & Larasaty (2020) research. Students who engaged in peer interactions, either through practice or encouragement, reported decreased levels of anxiety and increased confidence in speaking. Positive peer reactions, such as applause and verbal support, created a comfortable environment for children to make mistakes without being judged. However, the findings also showed that negative peer reactions, such as laughter or whispering, could increase anxiety, particularly among students who were already nervous. This duality emphasizes the significance of having a supportive peer environment, as highlighted by Granger et al. (2024). Teachers must not only foster positive peer interactions, but also be diligent in addressing bad behaviors that may damage students' confidence, ensuring that the classroom is emotionally safe for all. Teacher's open normalization of mistakes as part of the learning process contributed to the creation of an emotionally comfortable environment, allowing students to practice more freely in speaking activities. This study supports Chen (2023) emphasis on the importance of favorable classroom dynamics in improving academic achievement. The study's findings indicate that when students feel emotionally safe and have enough time to prepare and practice, they are more likely to

overcome their speaking abilities. This findings lends credence to Brown (2001) claim that an emotionally supportive classroom environments is essential for developing positive teacher-student interactions, which improves student's speaking performance.

In this study lends direct support to the findings of Nurilahi & Suhartono (2022), who concluded that anxiety impairs language performance. Students' anxiety levels decreased, allowing them to focus on the linguistic aspect of speaking, such as fluency and coherence, rather than worrying about making mistakes. This findings fuurther corroborate Harmer (2007) claim that speaking necessitates the quick integration of cognitive and emotional process, and that when anxiety is reduced, students are better able to handle this cognitive load, resulting in increased fluency. This research underscores that anxiety reduction is not only beneficial to mental well-being, but it also has a direct and favorable imoact on students' speaking performance.

This study indicate that in order to effectively reduce speaking anxiety and increase speaking performance, teachers must take a comprehensive approach that targets both the emotional and cognitive elements of language learning. This includes developing a classroom environment in which mistakes are accepted, students are given positive feedback, and peer relationships are promoted in a supportive manner. Teachers should also be aware of the possible harmful effects of peer judgment and deliberately promote a classroom culture in which students feel comfortable expressing themselves. By combining emotional support with linguistic instruction teacher are able to help students in navigating the complexity the language learning process less scary and enjoyable.

## CONCLUSION

This study attempted to investigate the elements that contribute to descreased speaking anxiety and improved speaking performance in the classroom, with a particular emphasis on teacher-student interaction, peer support, and the effect of a supportive classroom environment. The findings confirm that the teacher's positive interactions, such as praise, patience, and emotional support, greatly lower students' anxiety, encouraging them to participate in speaking activities. Furthemore, peer support appeared as an important feature, with students feeling more confident and less apprehensive when they were supported by their peers. However, this study show the potential deterrental influence of judgmental peer reactions, emphasizing the need of teachers encouraging healthy peer dynamics. Furthemore, a supportive classroom climate in which mistakes are tolerated and students feel emotionally safe proved critical in providing a setting in which anxiety could be reduced and speaking performance was able to improve. The study confirms the premise that reducing speaking anxiety through teacher-student interactions, peer support, and a positive classroom environment can dramatically improve students' speaking ability. It emphizes the significance of providing an emotionally secure environment for linguistic development and emotional resilience in language learners.

## ACKNOWLEDGMENTS

The authors would like to extend their deepest appreciation to all individuals and institutions who contributed to the successful completion of this study. Special thanks are extended to Mr Dr. Kusrin, M.Pd. and Mr Mobit, S.Pd., M.Pd. for their invaluable guidance, constructive feedback, and unwavering support throughout the research process.

## REFERENCES

- Abera Tsehay, A., Kahsay, M. T., & Gojjam, W. (2020). Relationship of Language Learning Anxiety with Teacher and Peer Support. In *Bahir Dar j educ* (Vol. 20, Issue 2).

- Atifnigar, H. (2024). Teachers' and Students' Roles in Reducing Foreign Language Anxiety. *European Journal of Contemporary Education and E-Learning*, 2(3), 90–106. [https://doi.org/10.59324/ejceel.2024.2\(3\).08](https://doi.org/10.59324/ejceel.2024.2(3).08)
- Brown, H. Douglas. (2001). *Teaching by principles : an interactive approach to language pedagogy*. Longman.
- Chen, Y. (2023). An Analysis of the Correlation between the Classroom Learning Environment and Student Performance of High School Students. In *Journal of Education, Humanities and Social Sciences ASSSD* (Vol. 2023).
- Creswell, J. W. (2009). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (Third). SAGE Publication.
- Erlinda Kurniatillah, R., Nuruddin Hidayat, D., Husna, N., & Syarif Hidayatullah Jakarta, U. (2022). Teacher-student interaction in English classroom setting. In *Journal of Applied Studies in Language* (Vol. 6, Issue 1). <http://ojs2.pnb.ac.id/index.php/JASL><http://ojs2.pnb.ac.id/index.php/JASL>
- Granger, K. L., Chow, J. C., McLean, L., Vallarta, N., Dear, E., & Sutherland, K. S. (2024). The Relation Between Classroom Adversity and Students' Problem Behavior as a Function of Teachers' Emotional Support. *Behavioral Disorders*, 49(4), 207–221. <https://doi.org/10.1177/01987429231221498>
- Groenewald, E. S., Kit, O., Kilag, T., & Asentado, D. (2023). Enhancing Oral Proficiency: Effective Strategies for Teaching Speaking Skills in Communication Classrooms. *International Multi-Disciplinary Journal of Education*, 1(6). <https://orcid.org/0000-0002-6475-6304>
- Harmer, J. (2007). *the practice of English language teaching*.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). *Language Anxiety and Achievement*.
- Istiqomah, W. (2024). Students' Speaking Anxiety and Its Effect on Speaking Performance Based on Their Gender Wahyu Istiqomah. *Retain: Journal of Research in English Language Teaching*, 12, 24–29.
- Le, H. T. T. (2023). The Impacts of Foreign Language Anxiety on Students in English-Medium Instruction Classes in the Central Region Universities, Vietnam. *Vietnam Journal of Education*, 103–113. <https://doi.org/10.52296/vje.2023.265>
- Liu, M. (2023). English Classroom Anxiety, Learning Style and English Achievement in Chinese University EFL Students. *Sustainability (Switzerland)*, 15(18). <https://doi.org/10.3390/su151813697>
- Nurilahi, R., & Suhartono, L. (2022). An Analysis on the Cause of Students' Speaking Anxiety in EFL Classroom. *Journal of English Education Program*, 3(2). <https://doi.org/10.26418/jeep.v3i2.54273>
- Rahman Khan, A., & Rahman, S. (2024). Dealing with Language Learning Anxiety and the Role of Teachers in Ensuring Anxiety-Free Foreign Language Classrooms. *TESOL Bangladesh Journal*.
- Sherly, M., Bianca, B. A., Helmie, J., Mulyana, S. S., Burki, A. B., & Helmie, J. (2024). Exploring Students' Speaking Anxiety in Classroom. *Jurnal JOEPALLT*, 12, 2338–3739. <https://jurnal.unsur.ac.id/jeopallt>
- Su Yi, F., & Mydin Kutty, F. (2023). A Study of Primary School Students in Johor: The Role of Temperament and Teacher-Student Relationships in Student Engagement. *International Journal of Academic Research in Progressive Education and Development*, 12(2). <https://doi.org/10.6007/ijarped/v12-i2/16519>
- Sudarmanto, S., Patahuddin, P., & Lestari, P. V. (2023). Students' Speaking Anxiety in Speaking Skills in the Classroom as a Foreign Language for the 2nd Grade at SMA Negeri 1 Parepare. *NUSRA: Jurnal Penelitian Dan Ilmu Pendidikan*, 4(4), 1078–1085. <https://doi.org/10.55681/nusra.v4i4.1746>

- Kusumayanti, S., & Nuroniah, L. R. (2021). Verbal Interaction Between Teacher and Students in the Classroom. *JELA (Journal of English Language Teaching, Literature and Applied Linguistics)*, 2(2), 33–42. <https://doi.org/10.37742/jela.v2i2.34>
- Utami, W., & Bambang, Y. C. (2006). The Teaching of Speaking in the Indonesian Context: the State of the Art. *Jurnal Ilmu Pendidikan*.
- Wang, Y., & Derakhshan, A. (2023). Teacher confirmation and caring in Chinese and Iranian students' willingness to attend EFL classes. *Porta Linguarum*, 2023(39), 165–192. <https://doi.org/10.30827/portalin.vi39.23625>
- Wati, A., & Larasaty, G. (2020). An Investigation of Anxiety Manifestation and Coping Mechanism Used by the University Students in Speaking EFL Classroom. *Wiralodra English Journal*, 4(2), 67–78. <https://doi.org/10.31943/wej.v4i2.113>
- Yan, K. (2024). Foreign Language Speaking Anxiety among Chinese Students. *Lecture Notes in Education Psychology and Public Media*, 54(1), 253–261. <https://doi.org/10.54254/2753-7048/54/20241669>